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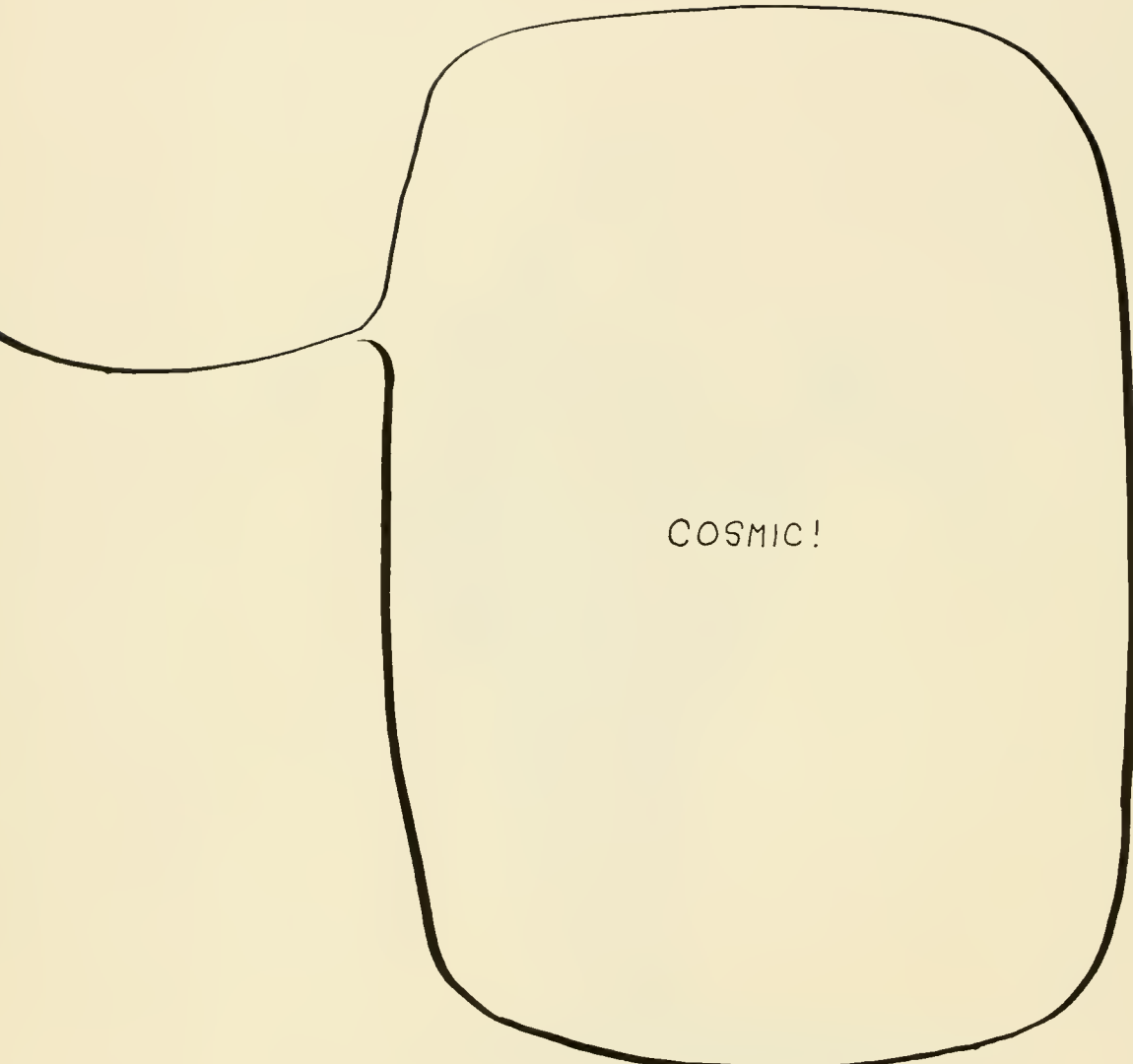
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COSMIC!

PRESIDENT OF THE UNIVERSITY.

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Martin L. Hecht

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College of Arts and Sciences

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College of Business Administration

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College of Communication

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College of Education

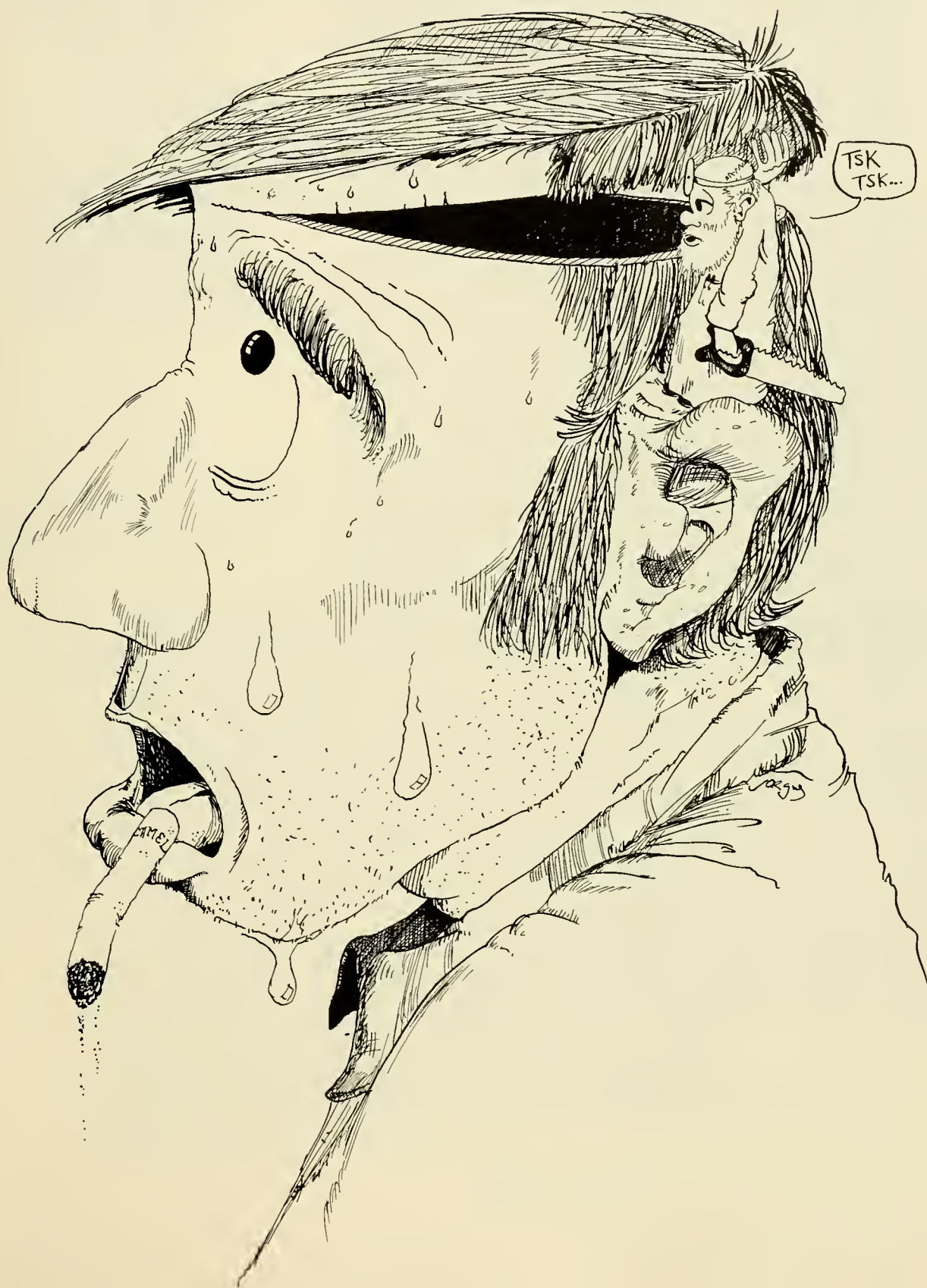
Beaumont Davison  
College of Engineering and Technology

Jack S. Morrison  
College of Fine Arts



WHERE'S MY HEAD AT?...  
FUNNY YOU SHOULD...UH...  
ASK.... WELL, UH... AS A  
MATTER OF FACT...UH...  
MY HEAD IS... WELL...THAT  
IS, I'M REALLY...UH...  
HMMM... HEAD IS, ER...OR  
THEN, UH... WELL THAT IS

I REALLY DON'T THINK...UH...THAT'S ALL...







# Pickering Hall





# Jefferson Hall





# Mackinnon Hall





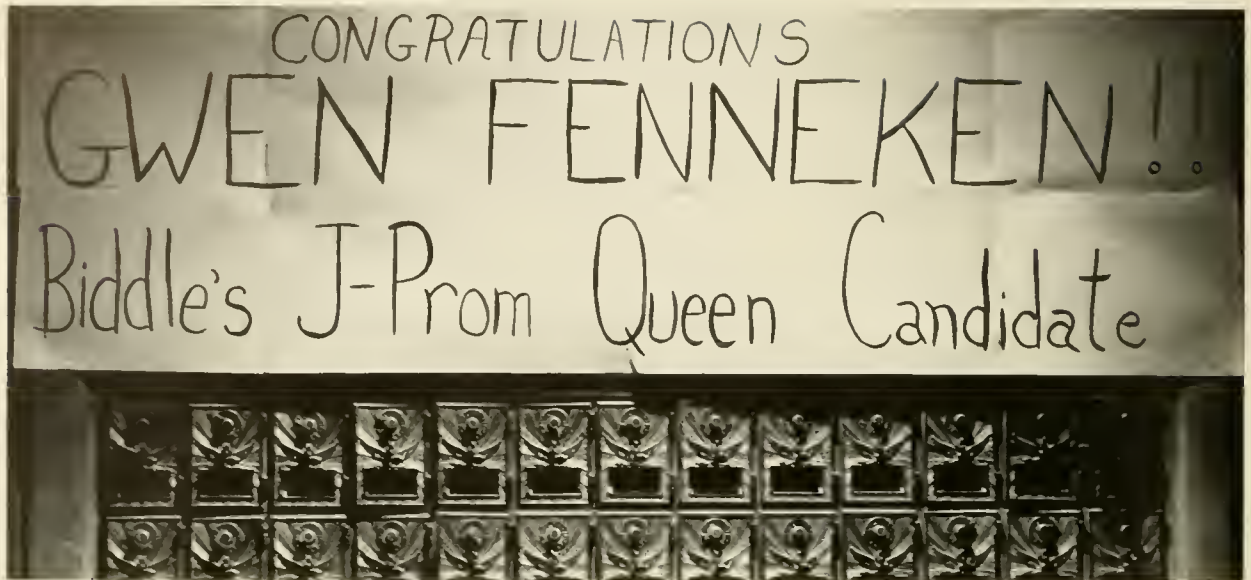
# Bryan Hall

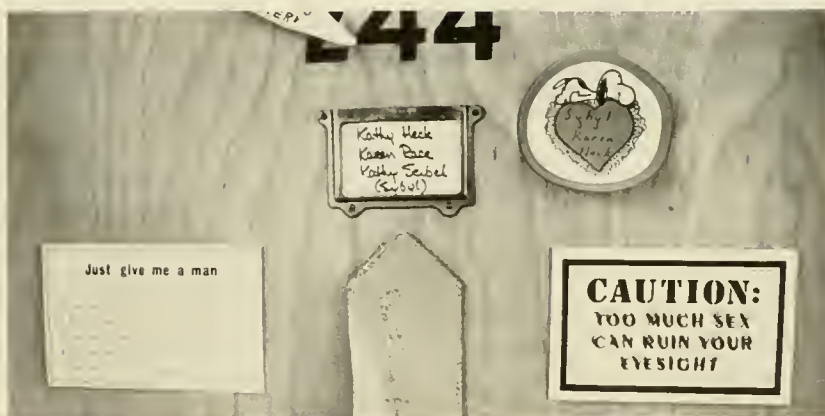




# Biddle Hall

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# Shively Hall





# Crook Hall







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# Ryors Hall





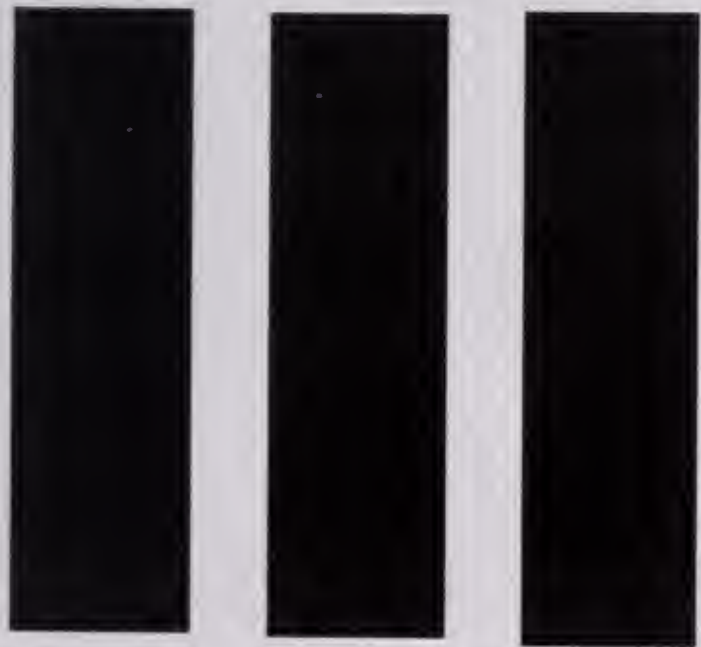
# Howard Hall







# Wilson Hall







# Scott Quad





# **Voigt Hall**





# Treudley Hall





# O.U. Singers





**O.U. Chorus**





# Boyd Hall





# Music Educators



MUSIC EDUCATORS—FIRST ROW: Michele Cash, Tom Davies, John Kennedy, Judy Dieter, Carolyn Whitener, Pat Hinamon, Margaret Allen, Jim Korner. SECOND ROW: Dale Holshu, Earl Park, Les Weekley, Paul Young, Chris Rowe, Bonnie Ferrell, Carol Shangnon. THIRD ROW: Becky Reynolds, Al Coleman, Kathy Lightfoot, Dennis Roquemore, Bob Wilson.



# Delta Sigma Pi



DELTA SIGMA PI—Professional Business Fraternity





# Cardinal Key

CARDINAL KEY—JUNIOR SORORITY WOMAN  
HONORARY—MEMBERS: Nancy Balis, Kathleen O'Donnell, Barbara Greybeck, Betty Jo Brubaker, Jo Garrett, Karen Shorts, Karen Clark, Debbie Schmidt, Bonnie Lauffer, Gay Bastiani, Sue Winfield, Sallee Mossman, Judy Jordan, Carol Knowlton, Cindy Smith, Sharon Shroeder, Carol Ansted.







**ODK**

OMICRON DELTA KAPPA—SENIOR MEN'S HONORARY—FIRST ROW: Tom Dalton, Arthur Maunelli, advisor, Jon Wills, Dave Harwood. SECOND ROW: Bill McGraw, James Bond, Mike Schott, Tom Muccio, Dale Abrams, Dr. Roy Gusteson, Mark Guilliland, Terry Armentrout, Dr. Dave Smith. MISSING: Tim Schmidt, Tom Hodson, Greg Rigs, Steve Schulte, Craig Rader, Dave Wingert, Kerry McCalla, Stan Wilson.

# IODA



IODA SOCIAL CLUB—TOP TO BOTTOM: Sue Kardon, Carol Taxon, Linda Korn, Marcia Perlstein, Geri Weinstein, Diane Landers, Fran Prhne, Sue Molnar, Fran Schwartz, Cindy Brok, Judy Wolinsky, Sharlyne Sokol, Ronnie Schiff, Marlene Herman, Joan Samet, Vicki Moser, Cam Vienna, Sandie Levinson, Cheryl Friedman, Barbara Goldberg, Andrea Karshan, Kathe Lieberman, Fran Cole.

# Home Economics Association



OHIO UNIVERSITY CHAPTER OF THE AMERICAN HOME ECONOMICS ASSOCIATION—OFFICERS: Peggy Brendlinger, Nancy Dailey, Karen Kline, Catherine Bednarz, Sue Bragdon, Jane Shellabarger, Cindy Mcalister, Linda Ghem, Sheyrl Schaal, Barbara Lenox, Debbie Gheen.





# J Club



J CLUB—JUNIOR MEN'S HONORARY—MISSING from the picture: John Hanneken, Jim Copacino, Mike Major, Jim Bishop, Ken Sechler, Pat McCabe, Andy Gianino, Mike McConnell, Craig Love, Ken Kowall, Jim Piers, Tom Morr, Bill McGraw, Jon Wills, Dave Harwood, Kerry McCalla, Mike Schott, Craig Rader, Tom Hodson, Tom Dalton.





# Karate Club



KARATE CLUB—TOP: Jim Hunsicker, John Mettle, Jake Jasper, Greer Golden—Instructor, Steve Taylor, Tim Ohrstrom, Glen Rosenthal, Denver Lightner. BOTTOM: Ron Christian, Richard Asbury, Davis Duffy, Marc Sarrett, Dale Johnson.



# Childhood Education Club







# Athens Peace Committee

# Center Program Board



CENTER PROGRAM BOARD PRESENTS:  
THE CAVERN—David Cohen (above)  
IN CONCERT—The Who  
HOMECOMING '69—Dionne Warwick







# The Post



EDITORS: Andrew Alexander  
Tom Hodson  
Julie Snider



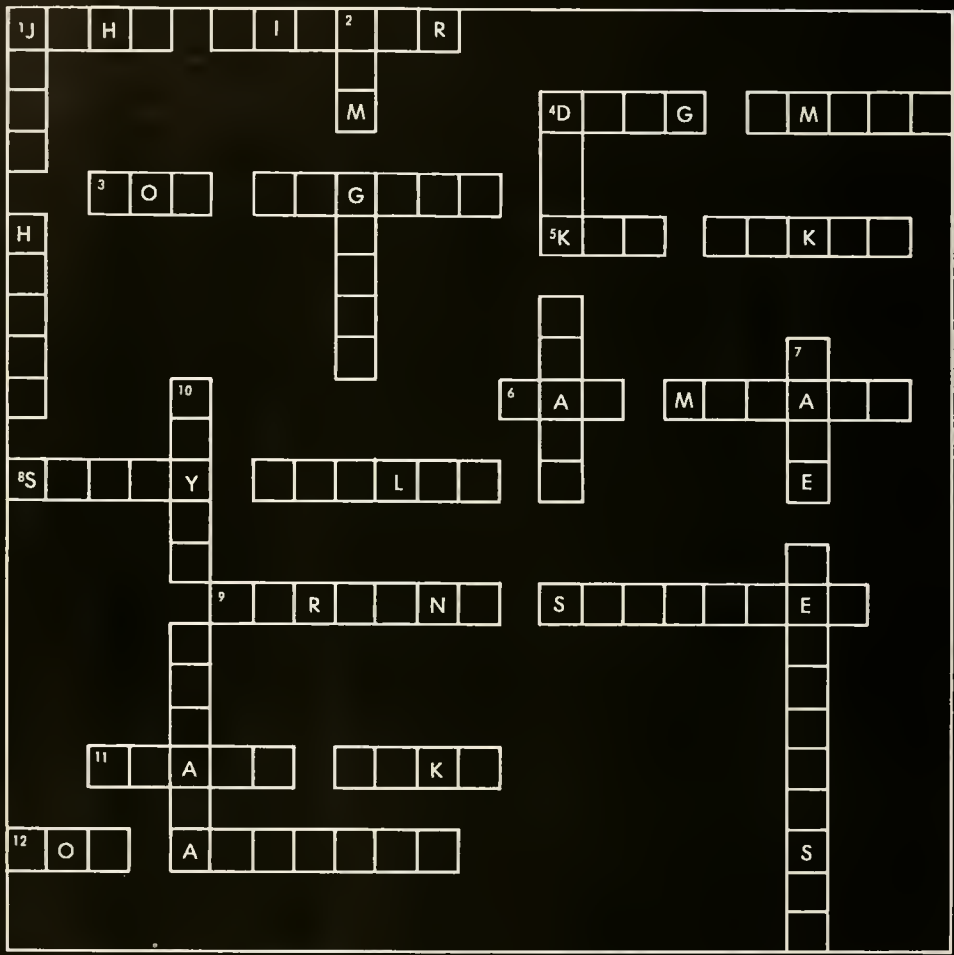








# Athena Seventy



ATHENA SEVENTY STAFF

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MARY ANN SBROCKEY  
BOB ROGERS  
PAT McCABE  
DAVE LEVINGSTON  
JOHN HOLTZ  
JOYCE HALASA  
TIM GROBE  
DICK GEARY  
KEN EIKER  
SALLY BUTLER  
DIANE ARKO  
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CLUES TO PUZZLE

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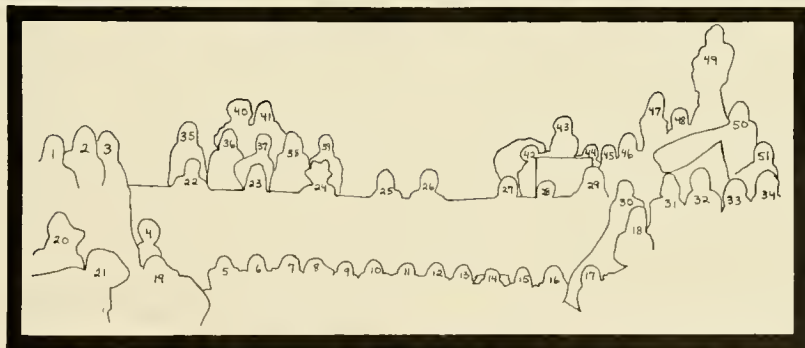




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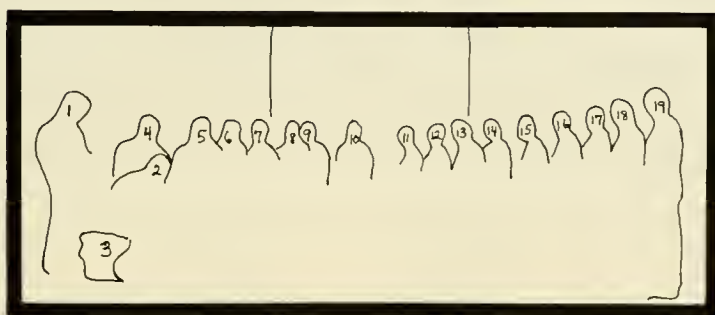
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| 10. Hank Holzapfel  |                         |







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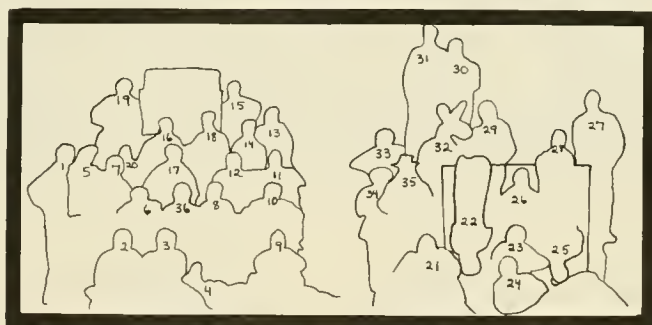




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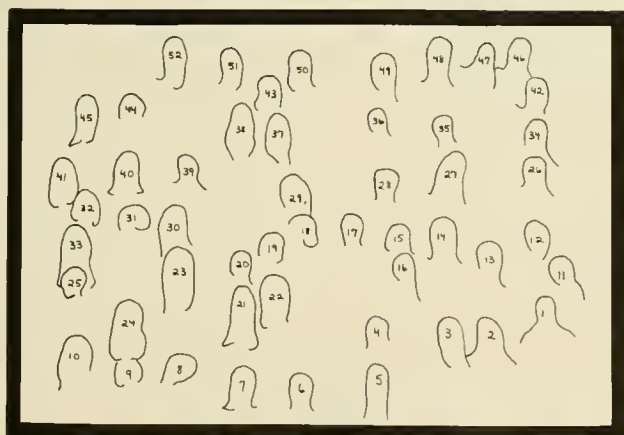




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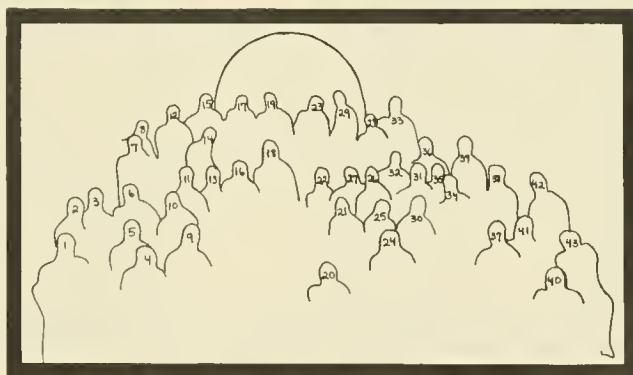


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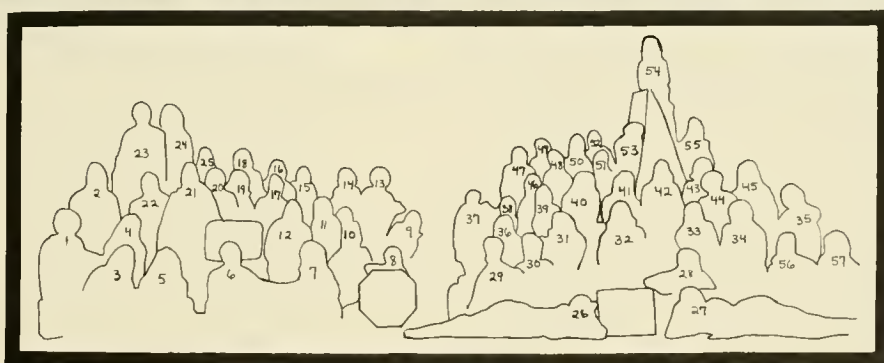
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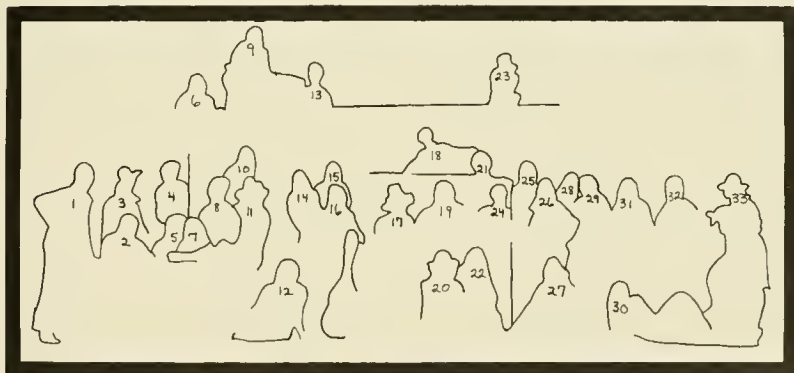
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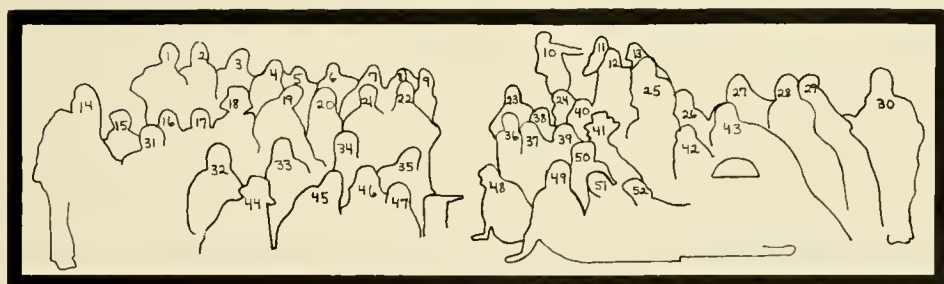




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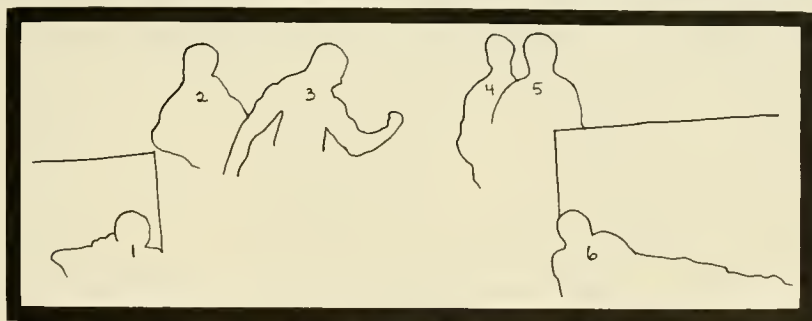
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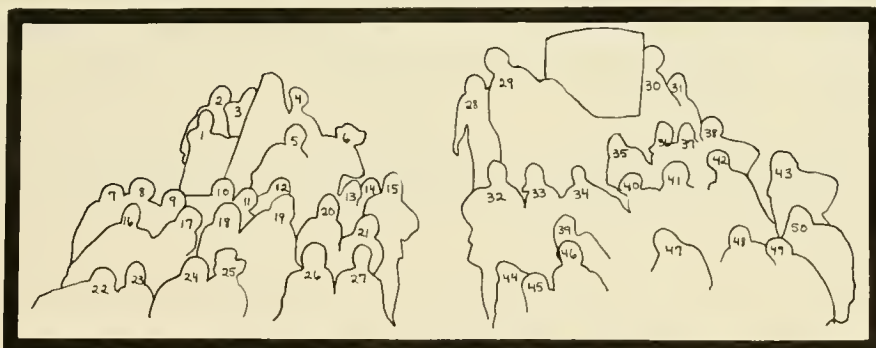


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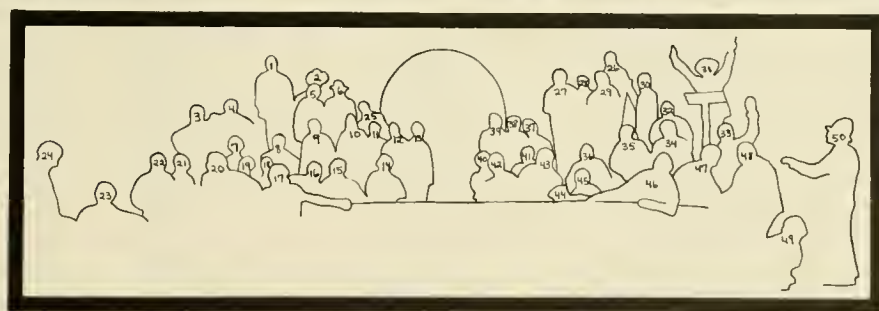




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49. Micky Nickols
50. Frank Ali



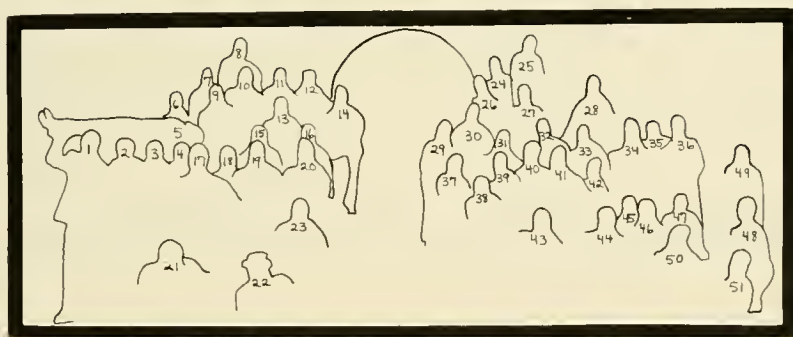




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6. Dave Gaino
7. Gary Vereb
8. Walley Leyshow
9. Mike Rosenbaum
10. Tony Beach
11. Tom McGrane
12. Tom Hilb
13. Rod Clair
14. Mac MacLeod
15. Dan Shirk
16. Doug Zimmerman
17. Joe Ruby

18. Mike Depre
19. Sid Schwab
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21. Chris Lamb
22. Bob Phoenix
23. Jim Black
24. Greg Keidel
25. Sam Barile
26. Gary Wiseman
27. Dave McManness
28. Tom Carlisle
29. George Winow
30. Bruce Kerr
31. Jeff Russell
32. Roger Rice
33. Scott Roser
34. Bob Bennett

35. Denny Pierce
36. Barry Wyerman
37. Jim Palda
38. Jay Jacobs
39. John Baginski
40. Ken Cicutio
41. Howard Frandenfield
42. Bob Shaffner
43. Bob Wegley
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49. Craig Roser
50. Paul Moffat
51. Dan Curren



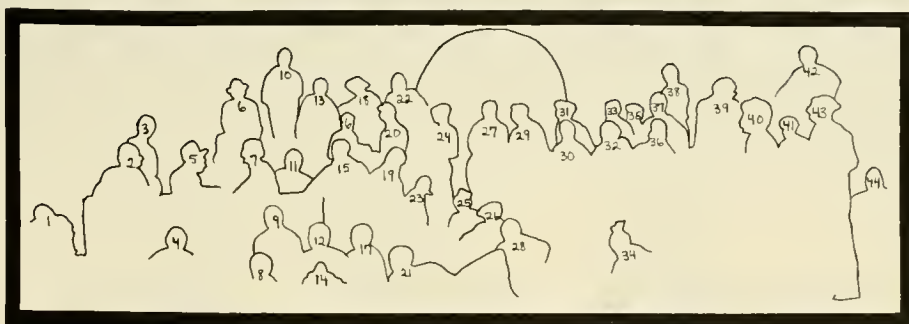


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6. Alan Andrews
7. Tim Adams
8. T. Gene Lockard
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10. John Burke
11. Gary Goodman
12. Steve Tuorik
13. Scot Freauf
14. Etienne Tuorik
15. Randy Yost

16. Jim Alan
17. Rob SantaMaria
18. Tim Hollinger
19. Dick Majors
20. Rick Talbot
21. Larry Seimer
22. Skip Allen
23. Carl Ferguson
24. Jim Busanus
25. Chuck Linn
26. Tom Sommer
27. John Hastings
28. Jim Jensen
29. Rick Reysen
30. Rich Braevl

31. Tim Loges
32. Bill Byer
33. Rich Goodall
34. John Torrence
35. Stu Purdy
36. Paul Kulik
37. Jim Weidman
38. Gary Elmenthaler
39. Norm Purdy
40. Dave Rangeler
41. Terry Krebs
42. Paul Richards
43. Doug Bond
44. Joe Focke



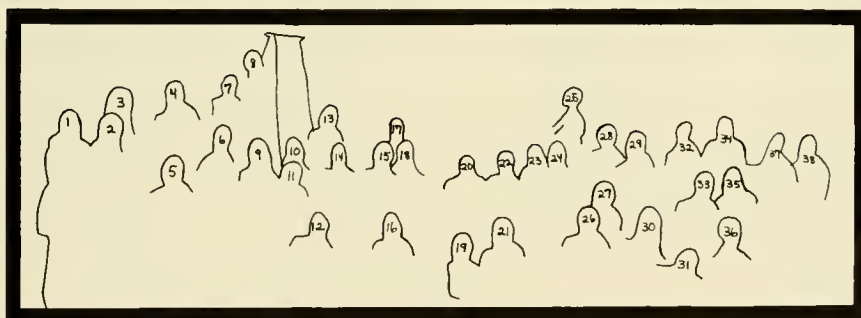




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3. Debbie Phillips
4. Jan Fries
5. Sallie Krell
6. Gretchen Schuler
7. Cynthia Jaudon
8. Annelie Reysen
9. Kathy Elekes
10. Gretchen Wise
11. Joyce Richardson
12. Peggy Wolf
13. Mary Karabinas

14. Chris Melick
15. Kathy Barnette
16. Carol Takacs
17. Debbie Raita
18. Lanna Peyton
19. Cindy Martin
20. Gloria Gaylinn
21. Terri Kirk
22. Linda Cline
23. Jean Schultz
24. Linda Simone
25. Betsy Gaymen
26. Barb Morris

27. Michelle DelValle
28. Karin Mick
29. Fay Crabtree
30. Joanne Krukenberg
31. Sue Worn
32. Darlene Brown
33. Pat Kinghorn
34. Marolyn Saunders
35. Nancy Sayres
36. Judy Morgenstern
37. Cathy Weimer
38. Vickie Davis



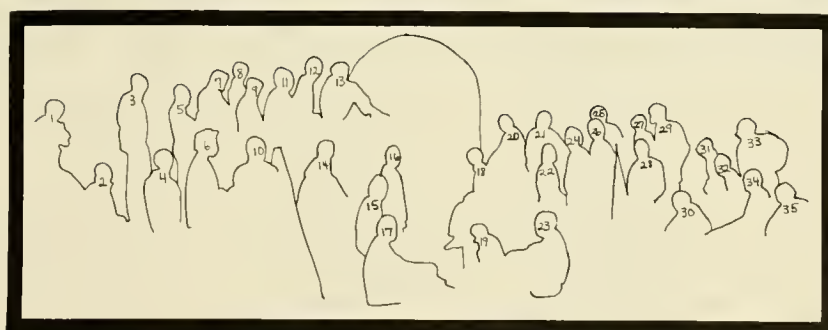




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3. Don Klein
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8. Marc Rosencranz
9. Rich Clyne
10. Bill Frank
11. Rick Snyder
12. Murray Honigstock

13. Rob Hoffman
14. Paul Yeskel
15. Jim Massive
16. Bruce Yaffe
17. Jim Ezzes
18. Rich Hoffman
19. John Bodi
20. Ron Weisz
21. Don Morgan
22. Bob Cohen
23. Stuart Lesser
24. Bill Blocker

25. Abe Moss
26. Randy Nelson
27. Randy Bartow
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29. Sam Williamowsky
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33. Mike Koren
34. Roger Chlowitz
35. Marv Goldstein



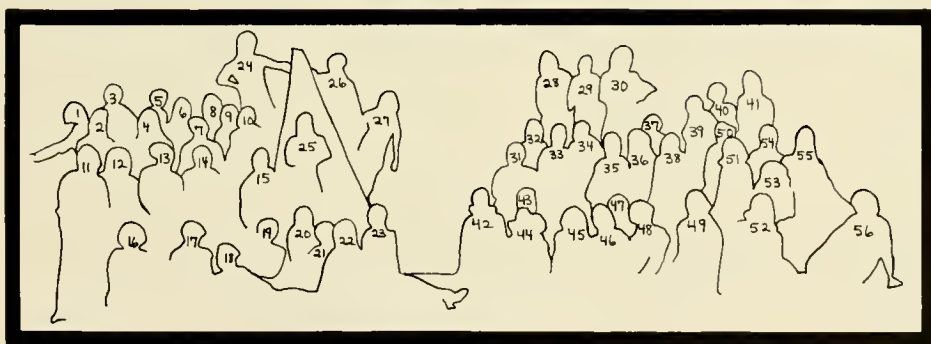


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5. Darien Such
6. Suzanne Muhonen
7. Marilyn Hollowell
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9. Linda Hosack
10. Shirley Acker
11. Jane Guinther
12. Laura Faulkner
13. Sandy Parsson
14. Lois Flanagan
15. Corleen Bingham
16. Cindy Mitchell
17. Kris Jones
18. Cec Pinkerton
19. Carol Palguta

20. Cindy Boster
21. Barb Rogers
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23. Ann Knupke
24. Linda Lesesky
25. Sue Wheeler
26. Libby Scheffer
27. Taffy Mahaffey
28. Jo Anne Shepard
29. Barb Nuhfer
30. Jody Amstutz
31. Mary Weigel
32. Joan Swendiman
33. Linda Knecht
34. Dianne Lowe
35. Daren Case
36. Kendra Warhurst
37. Jean Selfe
38. Pat Himebaugh

39. Cindy Close
40. Sally Mossman
41. Norma Jackson
42. Sue Keltner
43. Pam Borton
44. Carolyn Watt
45. Sue Baitley
46. Kathy Galloway
47. Sharon Peltz
48. Patsy Lehner
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55. Gale Bush
56. Judy Brown



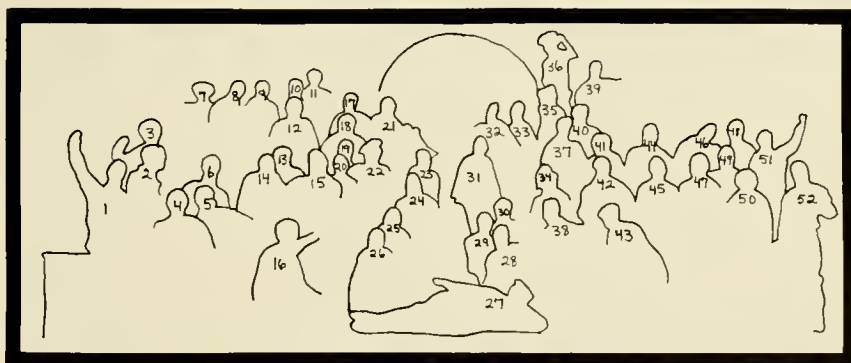




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4. Steve Salt
5. Len Klucar
6. Dick Mathias
7. Paul Wright
8. Mark Eberly
9. John Hanneken
10. Rod Friedman
11. Rob McDonald
12. Mitch Krasnoff
13. Jon Wills
14. Bill Nugent
15. Tim Muzyka
16. Bruce Burkland
17. John Gabriel
18. Joe Ugran

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20. Rick Mock
21. Bruce Wright
22. Tom Williams
23. Greg Michinock
24. Bob Kiener
25. Rick Spence
26. Tony Zangardi
27. Jay Oana
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30. Jim Foley
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33. Dave Jacot
34. Mark Riffle
35. Dale Huggins

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38. Dale Cardamone
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42. Dave Williams
43. Jary Humbert
44. Bruce Brownlee
45. Dave Armstrong
46. Cam Paxton
47. Terry Ondreyka
48. Dave Bricker
49. Jim Tyll
50. Mike Hirashima
51. Pete Mathias
52. Dave Daughters







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2. Sally Hurd
3. Nancy Harlow
4. Carol Waltz
5. Debbie Loehnert
6. Peach Higgins
7. Judy White
8. Betsy "Gaper" Martin
9. Terry Brown
10. Nancy Royal
11. Garvetta Hager
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13. Sue Greylock
14. Jeannie Moore
15. Carol Gardner
16. Pam Carroll
17. Debbie Hall
18. Michelle Heller

19. Janet Dickerman
20. Janet Kime
21. Annie Hamilton
22. Sam Steyskal
23. Pam Wright
24. Mary Jane Nordstrom
25. Pam Ferguson
26. Kristy Kulesza
27. Jackie Farkas
28. Marilyn Greenawald
29. Barb Tolley
30. Nanci Linke
31. Debbie Bair
32. Mel Stovall
33. Joan Fette
34. Sue Watson
35. Barbara Bittner
36. Donna Scsavnicki

37. Susie Jack
38. Nancy Brown
39. Sandy Warner
40. Anita Fiori
41. Donna Harward
42. Dianne Mullen
43. Linda Forsyth
44. Natalie Howland
45. Karen Kalp
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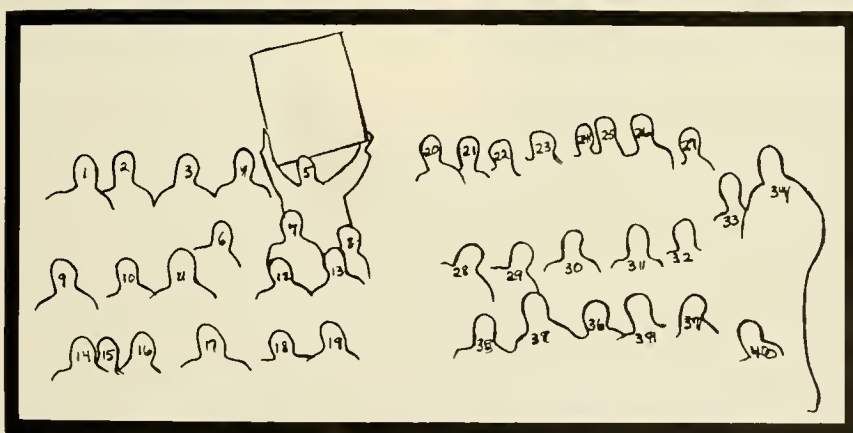


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3. Steve Beebe
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5. Dan Nash
6. Mike Zakany
7. Jack Strauss
8. Gary Sutphin
9. Tom Tanno
10. Doug McKinney
11. Mike Hensien
12. Jeff Dagan
13. Bob Baer
14. Mike Mehaffey

15. Larry Kaufmann
16. Tim Curto
17. Jon Zink
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19. Mike Huntley
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22. Rick Ban
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24. Rick Brown
25. Craig Troescher
26. Mike Devlin
27. Dan Reed

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29. Ken Wright
30. Tom Cole
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33. Bruce Dew
34. Mark Flynn
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36. Kraig McConnell
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40. Frank Toth











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BACHELOR of BUSINESS ADMINISTRATION  
BACHELOR of SCIENCE in COMMUNICATION  
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MASTER of BUSINESS ADMINISTRATION  
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MASTER of ARTS  
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Zuber, N.  
Zimmerman, E.  
Ziants, L.  
Zeune, G.



Zerkle, W.  
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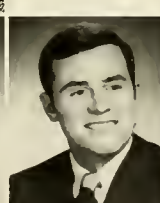
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Wyant, R.  
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Worstall, J.

Worrell, P.  
Workman, J.  
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Woodrich, A.  
Woo, J.  
Wolfe, S.  
Winfield, S.



Wize, C. A.  
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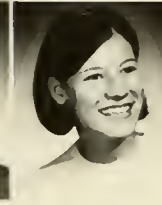




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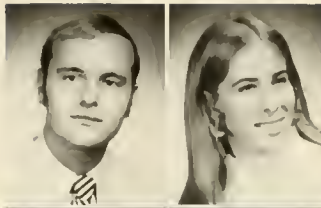


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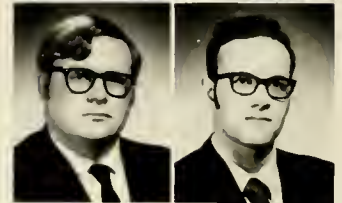


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Volk, S.



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Via, J.  
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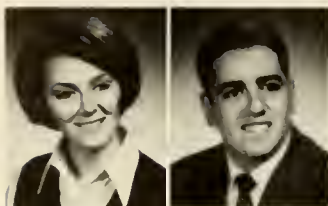
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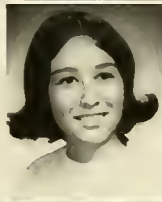
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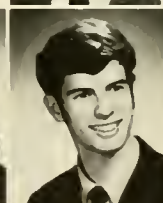
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Seibel, R.



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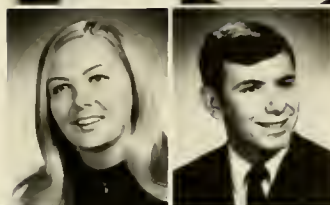


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Sampson, G.  
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Royon, V.  
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Roser, C.  
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Root, K.  
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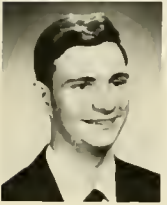




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Risen, J.



Rinkoski, P.  
Rinaldi, C.  
Riley, T.  
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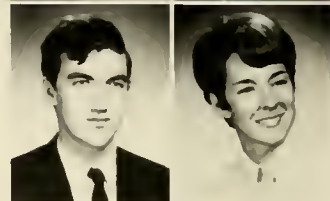


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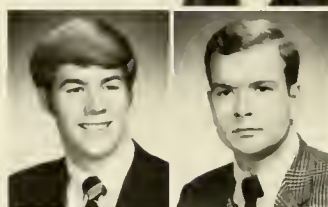
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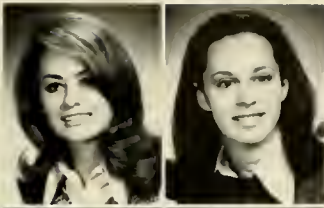


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Quest, C.



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Ptacek, P.





Probert, C.  
Pritz, A.



Pritt, L.  
Price, S.  
Pribble, C.  
Preston, P.  
Pressman, M.



Pounds, L.  
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Polatsek, C.



Poirier, D.  
Platt, S.  
Pinkerton, C.



Pincelli, R.  
Pierce, D.  
Pickersgill, J.



Pickens, K.  
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Petre, C.  
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Peters, D.  
Perry, J.  
Perrotti, J.



Perrine, N.  
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Perkins, B.  
Peoples, P.  
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Payton, T.  
Payne, J. E.  
Pavlik, G.  
Paulus, S.  
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Paul, G.  
Patrick, M.



Patrick, J.  
Pate, R.  
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Paska, Y.  
Parsons, G.  
Parks, K.  
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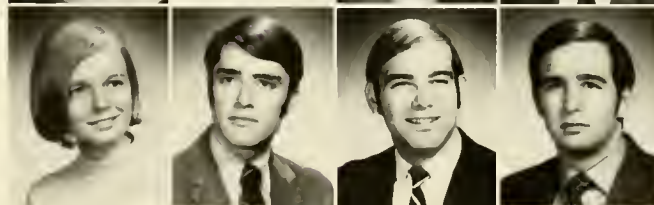
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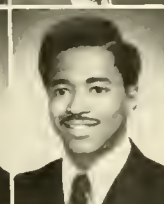
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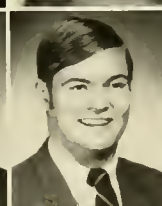
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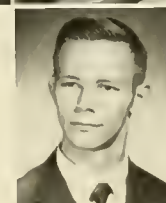
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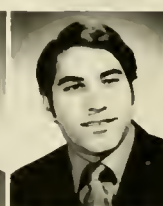
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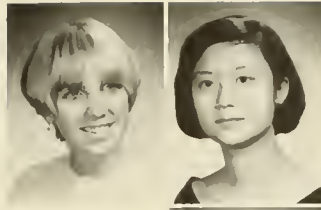
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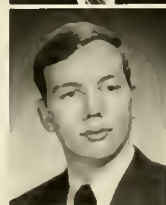
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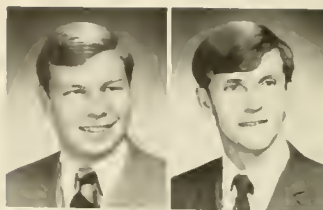
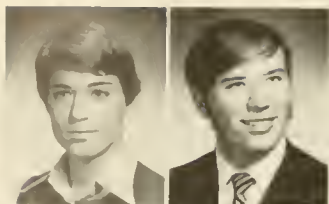


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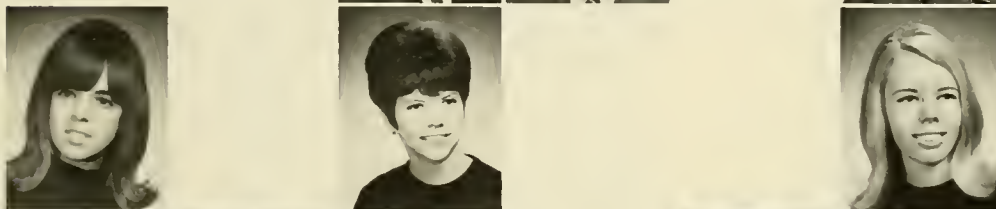
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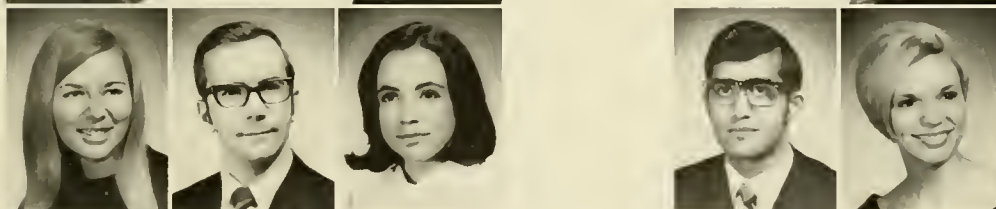
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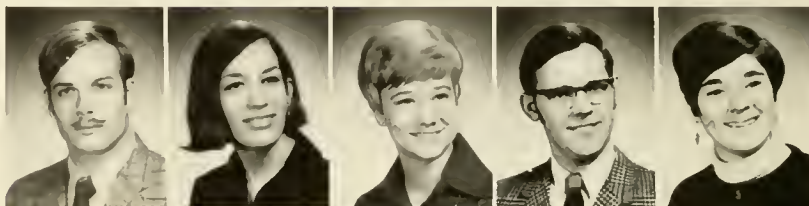
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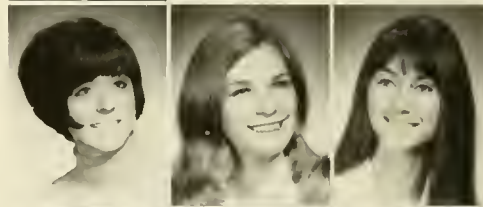
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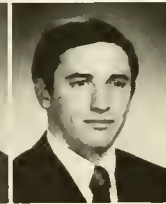
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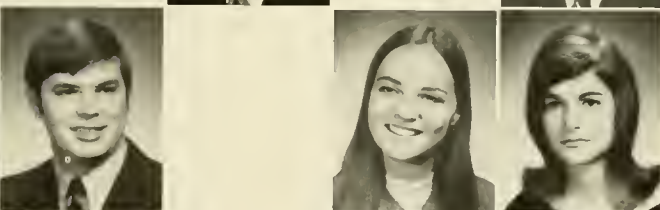
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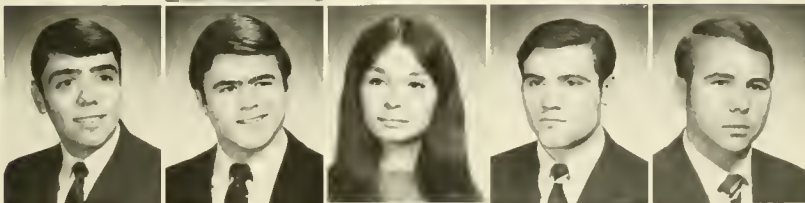
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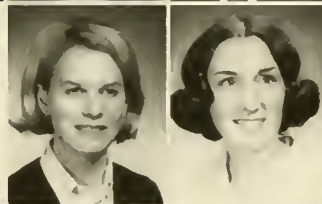
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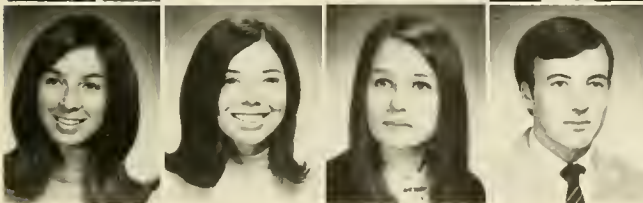
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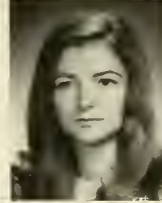
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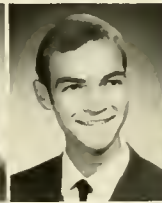
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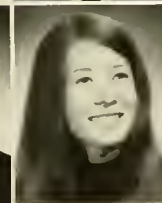
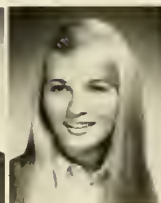
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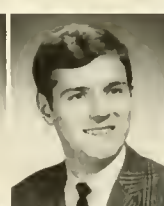
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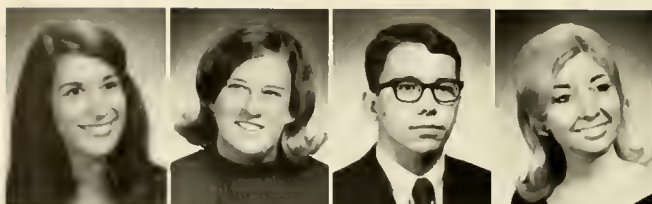
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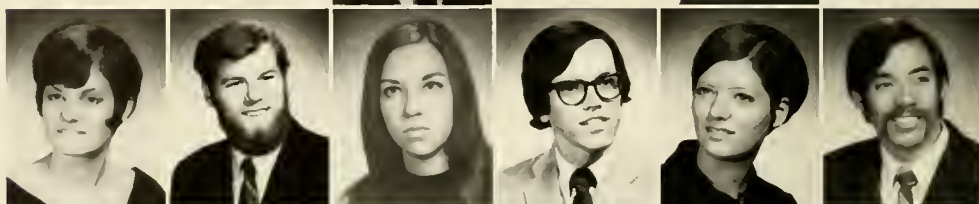
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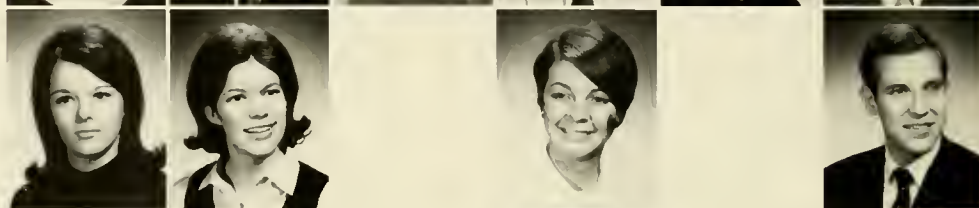
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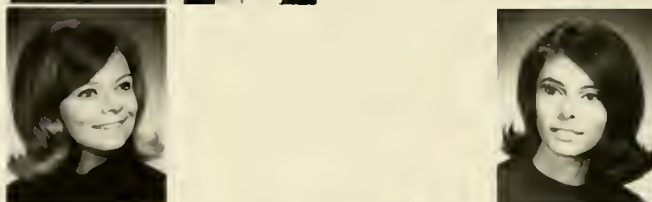
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Brack, J.



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Boykin, R.



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Bowman, C.  
Bowman, A.  
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Bower, C.



Bovenizer, P.  
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Boda, G.  
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Blumstein, C.  
Blumenfeld, M.



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Blevins, A.  
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Blake, E.  
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Biles, L. A.  
Bihl, R.  
Besuden, P.



Bigler, B.  
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Besco, L.



Bertele, C.  
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Benjamin, H.

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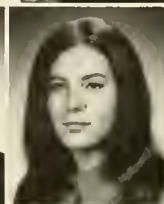
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Barnes, M.



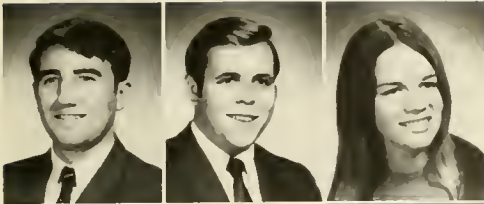
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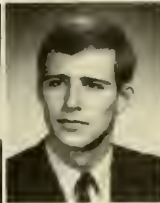
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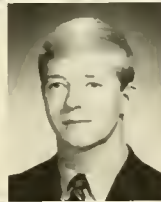
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Baginski, J.



Babbitts, D.  
Atkinson, R.



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Autry, G.  
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Ater, M.



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Armstrong, M.  
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Armelle, P.  
Arbuckle, J.  
Antwine, S.  
Anton, P.



Annibaldi, R.  
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Anderson, L.  
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Alexander, K.  
Allen, W.



Aldrich, J.  
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Adell, R.



Adamsky, G.  
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Abrams, D.  
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Abrahams, S.  
Abend, C.  
Abel, L.  
Abbott, A.









**TAYLOR PUBLISHING COMPANY**

"The World's Best Yearbooks Are Taylor-made"

**TAYLOR PUBLISHING COMPANY**  
The World's Best Yearbooks Are Taylor-made











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Most books are dedicated to people who have demonstrated some value. ATHENA SEVENTY is dedicated to the potential of humans to change the inadequacies of their society—accomplished through education, both formal and informal.

It is only through an awareness of the problems that we can hope for change. We have given two four-year scholarships towards this purpose.

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# **athena seventy**

ATHENA SEVENTY is a book about people. We have come to know the people our book is about. Our stories are a response to what we have seen, and the people we have met.

We are not objective—we are involved, involved with the people, the stories, and the issues of our world.

ATHENA SEVENTY stands as our statement of concern and continuing involvement in the effort to create a society where we can be the kind of human beings we want to be.





**Athens, Ohio**  
**Appalachia, U.S.A.**





### Power to the People!

Nice rhetoric. But who are "The People" really? Are they the ones with the red fist on their backs, or are they the Spiro T. Agnew fan club?

Do either of these vaguely defined groups who would, and have, gladly seen each other's blood really know who "The People" are? To the patrons of the "Silent Majority," they are pawns to be used for their own political ambitions. To the red fist people and to many students they are non-entities, incapable of rational thought or worse, "hicks."

Both views are erroneous and are contributing to one of the most volatile social and political climates in the nation's history.

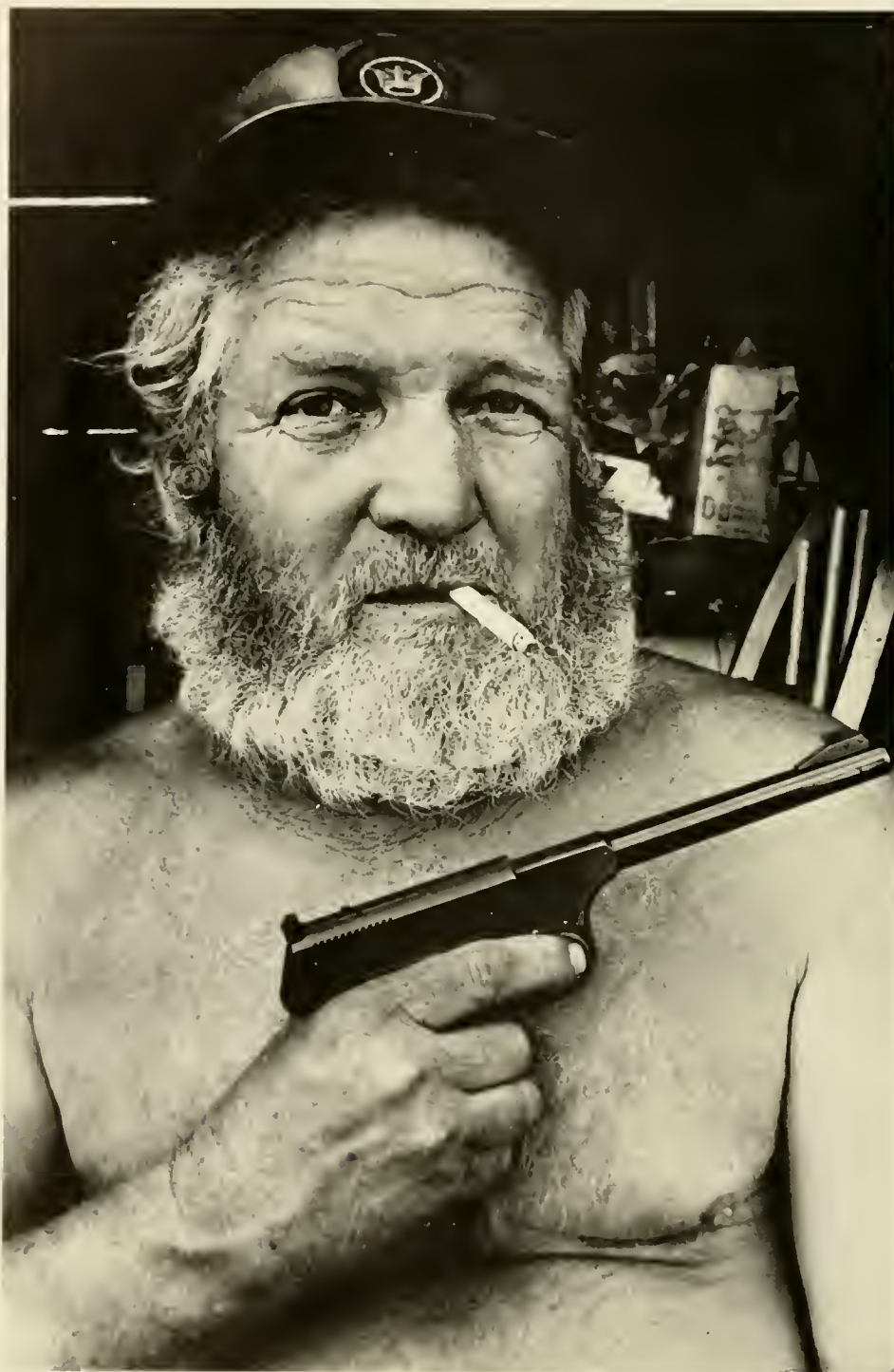






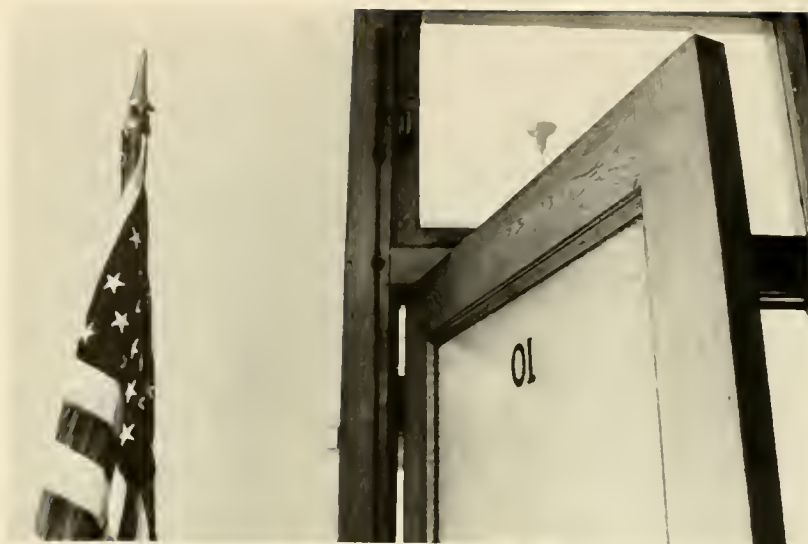
Political and social reform has always found support and expression in the academic community. But it cannot be effective if it stops there . . . if it does not attempt to relate to the people. If we, the student minority, can learn to relate and involve the real people in concerted political action and non-violent protest, then poverty, racism, industrial rape and war cannot survive. The only alternative is internal destruction and that's a poor substitute,

The next few pages are introduction to some of the real people you can find right next door in Appalachia. They are by no means a cross section, but perhaps a beginning to an understanding that people, no matter who they are or where you find them, are all pretty much alike and we had better learn to understand and care for each other before it's too late.





Luster traded a 16-gauge shotgun and a Barlow two-blade knife for the Winchester. It's a 22 automatic and all-blue steel. Next to his blue-tick hound Duke, it's his most valued possession. He shot coon and groundhog for stew and an occasional copperhead for fun, but never a black snake because, "They catch mice around the shanty and I like one for a pet sometimes." Sometimes we'd take the pistol and a pint of Wild Irish Rose and go to the dump to shoot dolls heads."





Most every year in the spring, the Daughters of Union Veterans get together in Athens for a business meeting and a big feed. It's in the Cline Building, just up the stairs and down the back hallway. There you'll find a group of very nice ladies who will each tell you that they are the world's oldest patriotic organization and then procede to stuff you with the best fried chicken and apple pie north of the Tennessee line.







Alexander Campbell worked in the mines until his lungs went bad. Now he walks the road looking for pop bottles to cash-in. He likes to talk about when he was young and would play fiddle at the square dances. "People don't get together like that anymore, they go to the roadside beer joints and listen to the jukebox." Alexander remembers the old songs though, and he'll invite you to his house and play for you.

I didn't ask his name or where he came  
from or where he was going. We sat in  
the boxcar, shared cigarettes and wine  
and talked about places we knew . . . .  
New York, St. Louis, Des Moines . . .  
and wished there was a place for coffee  
nearby. Then came sound and bump as the  
diesel took up slack. We shook hands . . .  
I hope he made Cincy in time for supper  
at the mission.







Hurt not the proud for they shall live  
Enduring strangely quiet alone  
They who were proud words in flesh  
Shall surely carve proud words in stone.

— Jesse Stuart  
poet of Appalachia







## The Biggest Game In Town

copy by MARY ANN SBROCKEY  
photos by JOYCE HALASA

Students have a reputation in various degrees to indulge in games to pass the time through college. One of the favorites is **WEEKEND GAMES**, and, of these the more ritualized, routinized version is **HOMECOMING**.

This game combines challenge and suspense with healthy competition and thrilling friendly interaction: "If We Don't Win Some Kinda Prize This Year, We're Gonna Raise A Lotta Hell."

Each year campus committees strive to make **HOMECOMING** more meaningful and relevant, something different. With a flair for style more than content, they borrow from tradition, change some of the rules, plan a concert, introduce a batch of beautiful girls to represent the beautifulness, invent enthusiasm, and add it all up to another homecoming.





**NUMBER OF PLAYERS:** Any number can play this game but throughout the years it has become more and more a spectator's sport.

There is no winning, it's all in how the game is played, participants shoot for the prizes a trophy or a title and a crown. The non-combatants simply go another round of the **WEEKEND GAME** and seek to survive with as few casualties as possible. Their only expectations are for larger crowds at the parties.

**TO BEGIN THE GAME:** Male and Female housing units are paired to dress up the playing field, to transform the drab, everyday campus into a

multi-colored, tissue-papered, complete with moving parts, never-never land.

Of course, to some this is fun, and they work long, hard hours to prove it. They tweak grandeur and relevance into a house dec or a float, and wonder at those people who pooh-pooh, sniff at, scoff at, ignore, or worse yet, not take it all seriously.

Many students are merely content to watch throughout this phase of the game. Their only interest at this point is competing in an ongoing series of complimentary ulterior activities progressing to a well-defined, unpredictable outcome—trying to line up a date for the weekend.





**CHOOSING A QUEEN:** The most publicized part of the game involves choosing a homecoming queen, someone to represent all the meaningfulness and relevancy. The price of the title, as the males are obliged to define it, is being pretty, charming, fresh, active and with some brains back there too.

Throughout the game these queen-hopefuls spend their time advertising their cause. Each participant is allowed a certain amount of time in which to sell her personality. Sporting her own particular kempt kind of cool, each girl moves from house to house on campus, making her separate pitch for the crown.

With invested saccharine sentiment, the girls chirp, flutter, and twitter about the campus like nervous, exotic birds. Brightly colored name tags and banners, and pink-and-white smiles are part of an aggressive soft-sell campaign that goes on until one girl is chosen over all others to reign during the game.



**INTERLUDES:** Numbered among the activities introduced throughout the **HOMECOMING GAME** to maintain spectator interest is a rally, a snake dance, a bonfire and a victorious football game. Everyone likes to be entertained during **HOMECOMING**.

**TO END PLAY:** When the weekend is over the participants and spectators pick up their remembrances and head home. The beautifully meaningful remnants of **HOMECOMING** can be easily tucked away in a scrapbook or some corner of the basement. Everyone then gathers strength to face the **WEEKEND ACTION**, part of the **STUDENT GAME**.

And so it all adds up: **HO-HUMMMMMM-COMING**, just a game and nothing more. Nothing, and not even enough of that.











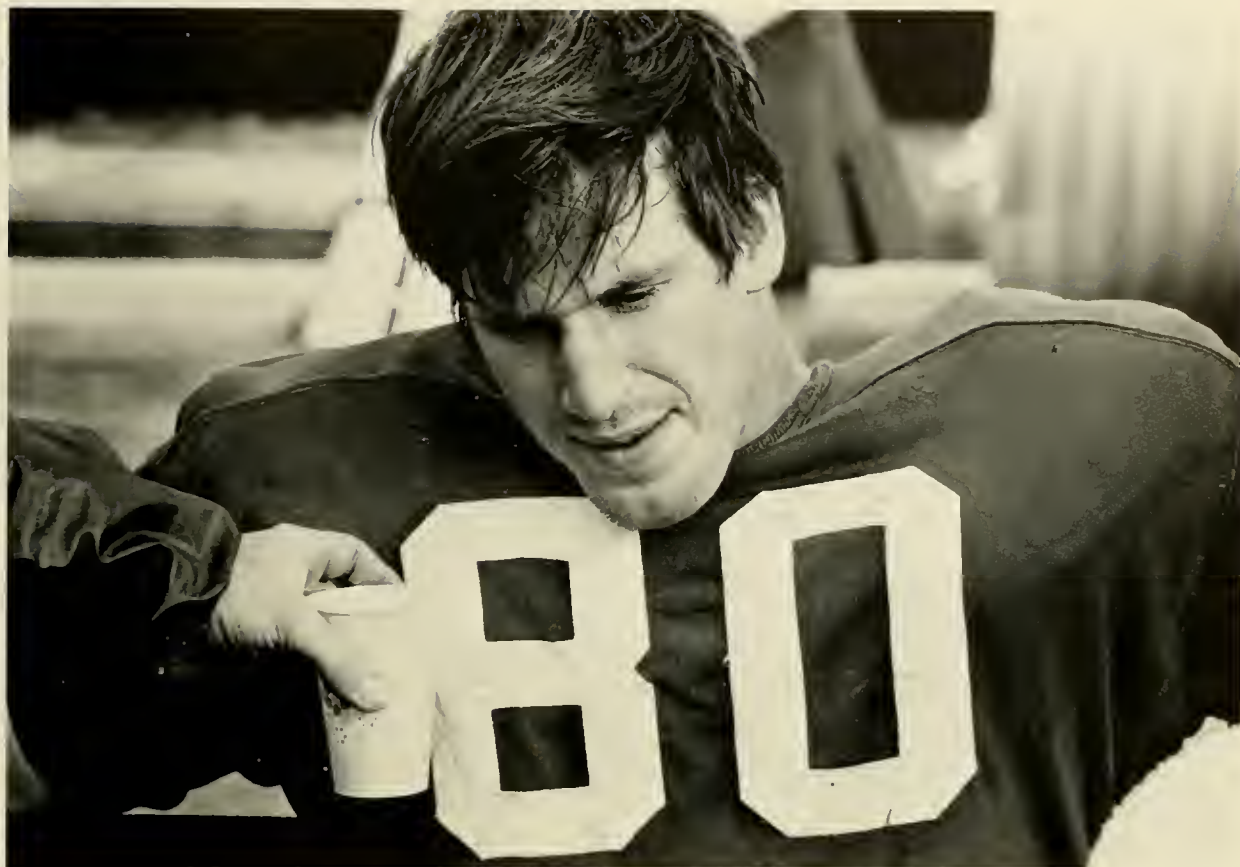








**ICA: Pleasure or Profit?**



Steve Robinson called defensive signals with an almost mechanical know-how. His last game, in the rain at Marshall, suddenly left Robie with an immediate future—graduation—and a photography career.

Cleve Bryant and Todd Snyder lead the ranks for Ohio's football squad with a seemingly free hand. They had little reason to reflect on the merits of an athletic career, until torn ligaments in the right knee midway through a loss to Miami left Bryant with little else to do.

It became one of those times in life when these young men stepped back to evaluate their accomplishments and probe their futures.

copy by JOHN WIATER

photos by PATRICK McCABE



Now at the conclusion of his football days at Ohio, Bryant thought much like a rookie entering Peden's dressing rooms for the first time to suit up for the beginning of a week's practice sessions.

He remembered the four years of day in and day out skill drills; the 25 hours of films a week; the curfews for sleep and body building exercises; and there were more. Each new opponent meant three or more extra offensive plays. He even had a vague memory of late evenings spent memorizing the book one more time; and the practice of calling signals in the hallways.

There was a broad smile on his face as he answered in the debate over elimination or reduction of Intercollegiate Athletics (ICA) at Ohio. He was prejudiced and he knew it. He felt he had to be. As an athlete and as the recipient of an athletic financial aid, he felt he had to be.

"I don't want to see funds cut back now just when the schedule is really moving up. This year we've played Minnesota and Penn State, and we can definitely compete with Ohio State for headlines. But we just have to expand our scholarship program."

The records show Bryant as having compiled the best set of stats in totaled yards rushing and passing, in completions, attempts and percentages. Together with Snyder, his most used receiver, Cleve had earned the cover of Sport Magazine and the inside spread of another national publication.





The finale was his eleventh round selection by the Denver Broncos in the professional football draft. Indeed, the idea of scaling down intercollegiate athletics to club status, as a university task-force had urged, seemed repulsive.

Bryant and Snyder were two of over 600 athletes in the ICA program. They were the better known for without question they had made the grade. In terms of numbers, however, they were members of a privileged few. Others included John Canine and Greg McDivitt in basketball, Ed Robbins and Mike Schmidt in baseball. As far as the minor sports, little opportunity was open. Possibly the one highlight was Bruce Trammel of the wrestling team.

And after all the facts, most of the arguments surrounding ICA swayed about the numbers game. How much will the sport cost? How many does it service? How many people are needed to staff it?







Those opinions against ICA most seemed to lean toward the non-athlete. But what most of the arguments failed to consider were the hundreds of unknowns who compete in every sport offered with seemingly little interest in a tactile return for a four year stint in the program. What does the present system of athletics or the proposed alternative offer them?

Steve Robinson is one of those who did not receive a guaranteed future from the program. Although there is no lack of talent in Robinson as a college line-backer at 5' 10" and 180 pounds, there is no future for him in a world of professionals where 6' 2" and 220 pounds is thought to be good size for a running back.

His reason for playing was an individual desire for competition; something a lack of a scholarship or better opportunities in the future could not stifle.

And though Robinson is aware that the scholarships are saved for those who will get the major headlines and promote the standings of the university in the public's eye, he had no malice for the program. It is a fact of ICA; something accepted as par.

So what happens to Steve Robinson now? Now that his education is complete, his participation in collegiate athletics is ended?

Robie's long time hope was to shoot a picture













SPECIALIST	12:25
OFF	12:40
ALL DRESSED FOR MEETING	12:50
ON FIELD	12:55
OFF	1:15
1:30	WIN!

story on football. Being so close to the sport, he never had the chance. Now he'll have that opportunity. And he has his wife to be happy with. He played college sports for self satisfaction, and now he has no need of it. Herein lies the myth of college athletics. It is not a prerequisite that one be a super star to compete. Personal achievement is a phase of the program little discussed and even less

funded.

There are athletes who play solely for their interest in and love of the game. Fringe benefits are not involved. Aside from the mail order All-Americans, it seems this is the one asset of ICA that gives it equal priority for university funding and alumni support.



America the beautiful means a lot to Americans.

But the land of the free is only a dream and the good that her name stands for is covered with the blood of thousands who have died in an undeclared war in Vietnam.

Oct. 15, 1969. Americans declare war on the war.

In the past our consciences were timid, our words were faint, our actions limited. Now Americans march across this nation to end the war in Vietnam, asking that we give peace a chance . . .

Statistics hide the fact that men are being killed.

Can America be convicted of murder? Is she guilty? Maybe we are all responsible for not having taken action against the war sooner.

Is it too late to say it's all been a horrible, tragic mistake? And who's to say, if we decide to change American tactics and policies, this won't happen again.

copy by MARY ANN SBROCKEY





**Oct. 15, 1969**





We sit on the College Green and listen to words and speeches. We discuss the practicality, reality, morality and constitutionality of war. We wear our grief and walk the streets of the city of Athens. We fast. We light candles and hold an all-night vigil mourning the dead.

We sit and listen, seeking to learn how all this came about. What we want to know is why. Why can't we end this war and bring the soldiers home. Why do we have to be in Vietnam. Why do Americans sleep so soundly at night or sit so placidly in front of their televisions knowing that men are dying.

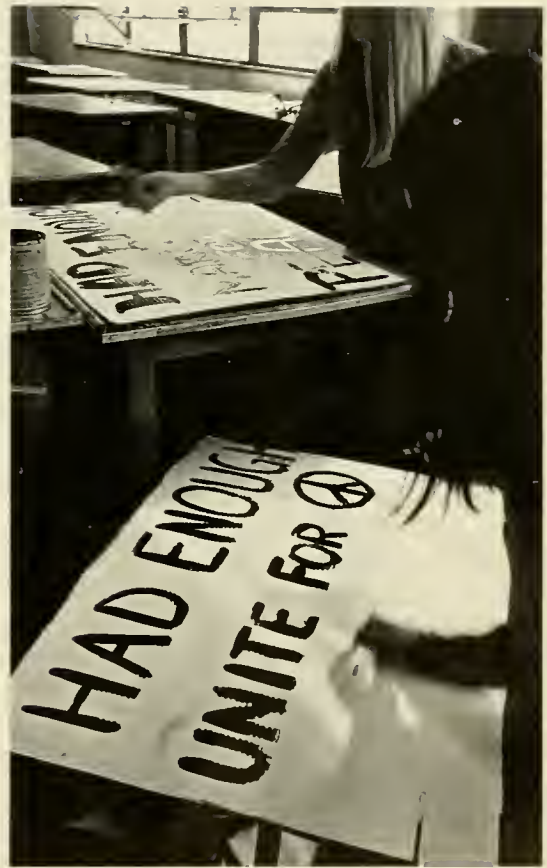
So for one day we declare a moratorium on the fighting.

All this would be comedy, if it were not such an ugly tragedy. The spectacle of delays at the peace conference and the ambivalence of far too many Americans means the lives of countless human beings.

In Congress, policymakers admit that "while our combat participation may have been a grievous error from the very beginning, the men who have died in this mistaken conflict nevertheless deserve every recognition and honor." What can honor and recognition mean to a dead man who deserved to live more?

Oct. 15, 1969. Work for peace. Pray for peace ... but give peace a chance.









**Art  
Park**













bynw

"I believe in God the Father  
Almighty." In apostrophic  
humour I turn from you  
mad and genial  
ancients, the dozen senile messengers.

Rebirth of a rebirth, and hope  
came in convulsive cycles  
from sterile brick clay, not decent  
for anything, except to bear  
the impress of the Hocking Valley.

Amesville/Haydenville/Coolville, the actualizations  
of life in death/death in life  
guard our borders, and centrally  
risen, the bird to mock.

I pray for life—

You pray for life.

Fortran and Snobol are risen  
from the submerged room.

The Door is open; the guards  
are gone. I believed.

Save us, park, save us.





poem by SCOTT SHERRY  
photos by JOYCE HALASA







• THIS IS  
**THE COSMIC  
 SUPER-WHAMMY  
 TOTAL ZAP  
 (ILLUSTRATED)**

**DOPE  
 DICTIONARY**

□ IT IS A  
 CLEVER WAY  
 TO FILL TWO  
 INTRODUCTORY  
 PAGES TO THE  
 ATHENA SPECIAL  
 REPORT ON THE  
 ATHENS DRUG-  
 SUBCULTURE.

① THIS IS "DOPE"



□ SOME PEOPLE USE OR "DO" DOPE TO GET HIGH OR "STONED". WHAT THIS MEANS CAN VARY. SOME DOPE CAN GET YOU TO FEEL TRANQUIL OR SLEEPY. SOME DOPE CAN GET YOU TO HALLUCINATE OR SPEED. SOME DOPE CAN GET YOU TO FEEL LIGHT-HEADED OR EUPHORIC. ALL DOPE CAN GET YOU BUSTED.

② THIS IS A "YOUTH"



□ THEY ARE WHAT THE TERRIBLE DOPE CONSPIRACY IS AIMED AT. AMERICA PROTECTS IT'S YOUTH FROM DOPE. AMERICA ALSO PROTECTS IT'S YOUTH FROM OTHER TERRIBLE THINGS- LIKE SOCIAL RESPONSABILITY, POLITICAL ACTIVITY AND GENERAL AWARENESS OF ANYTHING.

⑤ THIS IS A "NARC"



□ HE "BUSTS" USERS AND PUSHERS. TO DO THIS HE BECOMES FRIENDLY WITH THEM. AND BUYS DOPE FROM THEM. AND SMOKES DOPE WITH THEM. MOST NARCS ARE VERY UNDERPAID. BUT FOR SOME REASON THEY DON'T SEEM TO MIND AT ALL.

© Jorgg - 1970

⑥ THIS IS A "ROACH"



□ ROACHES ARE IMPORTANT TO PEOPLE WHO SMOKE DOPE. BECAUSE ROACHES EAT THE CRUMBS OF DOPE FROM THE FLOOR. SO THE NARC CAN'T BUST YOU FOR CARPET SWEEPINGS. CAREFUL, THOUGH. THE FRUSTRATED NARC MAY BUST YOUR ROACHES.

### ③ THIS IS A "USER"



□ USERS ARE PEOPLE WHO DO DOPE. THERE ARE A NUMBER OF TELLTALE SIGNS WHICH ENABLE THE SHREWD OBSERVER TO SPOT A USER IN A CROWD. LOOK FOR DILATED PUPILS. LOOK FOR HIGH BLOOD PRESSURE OR ELONGATED HAIR. BUT MAINLY LOOK FOR THE GIVEAWAY S---EATING GRIN.

### ④ THIS IS A "PUSHER"



□ HE IS NASTY, TREACHEROUS AND LOW. AS FAR AS LAW ENFORCEMENT OFFICERS ARE CONCERNED, HE IS MUCH MORE DANGEROUS, NEFARIOUS, GUILTY AND HARD-CORE THAN THE USER. BECAUSE USERS ONLY **BUY** DOPE FROM HIM, BUT HE **SELLS** IT. (SEE "LEGAL LOGIC")

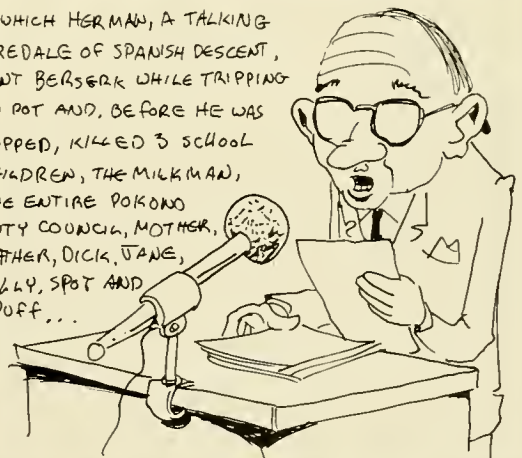
### ⑦ THIS IS "J. EDGER HOOVER"



□ J. EDGER HOOVER IS 100% AMERICAN. HE RUNS THE F.B.I. HE IS CONVINCED THAT DOPE IS A COMMIE PLOT. SOME PEOPLE THINK THAT J. EDGER HOOVER IS A COMMIE PLOT. BUT THEY ARE WRONG. THE COMMUNISTS WOULD NEVER TAKE HIM. TOO BAD FOR US.

### ⑧ THIS IS "LEGAL LOGIC"

.. I HAVE BEFORE ME A DOCUMENTED CASE IN WHICH HERMAN, A TALKING AIREDALE OF SPANISH DESCENT, WENT BERSERK WHILE TRIPPING ON POT AND, BEFORE HE WAS STOPPED, KILLED 3 SCHOOL CHILDREN, THE MILKMAN, THE ENTIRE POKONG CITY COUNCIL, MOTHER, FATHER, DICK, JANE, SALLY, SPOT AND PUFF...



□ LAWMAKERS INSIST WITHOUT PROOF THAT GRASS IS BAD. THEY THINK IT MAKES PEOPLE SUICIDAL OR HOMICIDAL. THEY THINK IT MAKES PEOPLE INSANE. THEY THINK IT MAKES PEOPLE CRIMINAL, IMPOTENT, NASTY, BALD AND COMMUNISTS. BUT MOST OF ALL, THEY THINK IT MAKES PEOPLE FEEL GOOD.

•CONTINUED•••

Dope is:

Marijuana, kief, hashish, dexedrine, benzedrine, nicotine, mescaline, cocaine, alcohol, heroin, caffeine, LSD, methedrine, a roast beef sandwich, or, simply, anything you make it. By definition, dope is anything which changes a subject's consciousness, or alters the way in which he perceives the world around him.

Ohio University students consumed a lot of dope last year, much of it illegal. Legality, however, is at best a state of mind and if a student on the weekend should ask his girlfriend whether she'd prefer buying an ounce of grass from the dealer down the hall or trying with a fake identification to con the state store out of a bottle of scotch; this in itself might be seen as some sort of progress, if not towards degeneracy, at least in recognizing dope for what it is.

For in large part this was the trend among dope-takers of all types; it was summed up well towards the end of April by Dean of Judiciaries John Burns, who said "I'm beginning to get the feeling . . . I won't say that it's one of disenchantment with drugs, but the novelty seems to have worn off. Use seems to have stablized some."

For many students, the aura surrounding illegal dope, the basic thrill of smoking a joint was gone by the end of the year. The type of dope you used depended more on what you liked, less on whom

you wanted to impress.

This change was reflected, to one degree or another, in most areas of University life, but probably most openly in The Post, the student newspaper. When The Post published in January half-a-page of recipes for a complete dinner in which marijuana was a major ingredient, campus reaction was surprisingly low-keyed. Although the article was subsequently reprinted in college newspapers across the country, rumors spread by those who had tried the recipes hinted for weeks afterward that the meal's true success lay less in the ingredients as specified by the recipes than in a liberal ingestion of them while the meal was cooking.

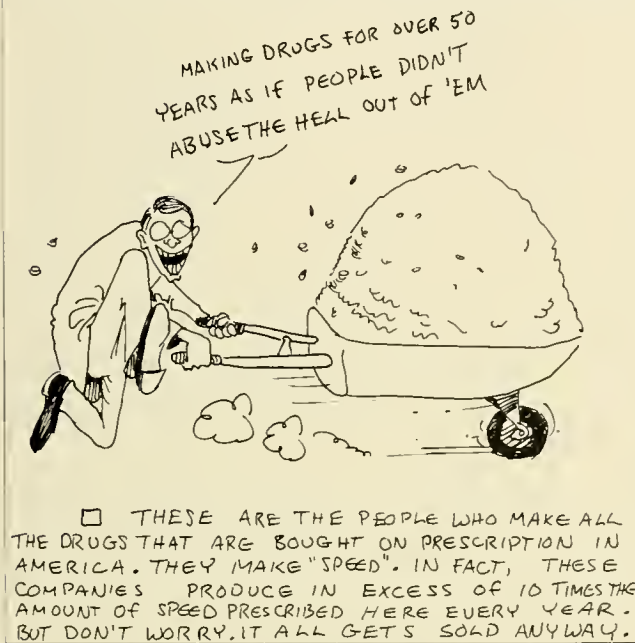
The following month, the first issue of The Sunday Post introduced what was to be a regular feature; a list of current drug prices in Athens.

Calling dope "The biggest business in Athens—conceived and run by students . . .," the article listed mescaline as selling at from \$2 to \$3; LSD at \$3; hashish at \$6.50 to \$8 a gram and marijuana at anywhere from \$12 to \$35 an ounce. Although the story was carried by United Press International (UPI), Post editor Andrew Alexander announced the discontinuance of the service a week later, citing a lack of student response to it.

Probably the most important change in University attitudes toward illegal dope use occurred near the beginning of the school year. On October 1,



● THIS IS A "LEGAL DRUG MANUFACTURER"



● THIS IS "TRIPPING"



President Claude R. Sowle announced that in the future all cases of on-campus drug abuse, as determined by the University Security Office or the Residence Life (dormitory) staff, would be handled by the Security Office and University Judiciaries.

In presenting the policy, Burns, who helped write it, called it "an educational, rehabilitative and counselling approach" to the problem of drug abuse. Although there were two suspensions as a result of the approximately 20 on-campus busts during the year, most of the other students involved with it pronounced it a qualified success. As one

busted student termed it, "It's a hell of a lot better than being busted by the police."

Other students learned of the difference between the University and the Athens police first hand. One student, David Clay, was one of three area residents arrested in September upon secret indictments obtained by Athens County Prosecutor Claire Ball.

Charged with selling hashish to a state undercover agent the previous May, Clay was found guilty in a jury trial held two weeks after his arrest, although witnesses testified that Clay had been

elsewhere at the time of the alleged sale.

Only after the trial, however, did the case become more than routine. In an appeal motion, Clay charged that a second undercover agent, capable of clearing him, had been withheld from contact with him and his lawyers until after the trial was over. As a result, charges of misconduct against Ball was filed with the Ohio Bar Association by The Post, who first reported the story.

By the end of the year, Clay had filed a second appeal and Ball and The Post were still waiting to hear the results of the Bar Association's investigation.

Two students and two area residents were also arrested for possession of drugs towards the end of April; their trials were scheduled for the summer.

Police activity on the whole, however, was slow and in spite of the always-present threat of the bust, dope remained in an open market all year.

Certainly the most detailed comment on drugs at Ohio University was a four-part series detailing drug habits on the campus that appeared in The Dayton Daily News at the end of March. Calling it "the quiet revolution," Daily News reporter Dale Huffman wrote:

"You can watch sales in the campus student

center. You can see it being used freely in campus gathering places . . . including dormitories.

"When I accompanied a young dealer selling 'stuff' to students, he delivered it from room to room in a men's dormitory as if he were delivering milk."

"It can be purchased as easily as chewing gum."

Along with the articles, Huffman commissioned a poll that conclusively demonstrated the campus attitude. Based on questions asked of approximately ten per cent of the University population of 18,000 students, the poll showed:

—41 per cent of the students queried had tried marijuana;

—62.5 per cent had been to parties where it was used;

—84 per cent said they could obtain marijuana "right now" if they wanted to; and

—46.4 per cent of the students said they would use it if it were legalized.

By the end of the series, as at the end of the year, a change in students' attitudes toward dope had been demonstrated; it was what you made it, you used what you felt like and, most of all, it was no longer anything to get excited about.

● THIS IS THE "SILENT MAJORITY"



□ HE CONSUMES 2½ PACKS OF CIGARETTES AND SIX MARTINIS A DAY. SHE SMOKES 1½ PACKS A DAY AND POPS \$110 WORTH OF PRESCRIPTION TRANQUILIZERS, PEP PILLS, DIET PILLS, SLEEPING PILLS AND HEADACHE CAPSULES A WEEK. THEY WERE SHOCKED TO FIND THEIR SON SMOKING GRASS. THEY THINK DRUG ABUSE IS "SICK".

● THIS IS THE "PRESIDENT"



□ HE SENDS YOUTHS TO INDOCHINA. SOME OF THEM COME BACK USERS OF MARIJUANA. THIS DISTRESSES HIM DEEPLY. HE OUGHT TO LOOK ON THE BRIGHT SIDE. MANY YOUTHS COME BACK WHO ARE NOT USERS. MANY WHO COME BACK WILL NEVER USE ANYTHING. THEY COME BACK "DEAD".

copy by ERIC FRALICK

cartoons by BRUCE JORGENSEN



# “At The Zoo”

140



Wait, Wink, Oaf

copy by JOHN WIATER  
and  
DENNIS RUNKLE

photos by PATRICK McCABE

We live in a dorm!

So what does that make us, dorm rats? Masochists?

Dummies? Freshmen?

Yeah, some of us are freshmen who had no choice . . .

or upperclassmen who couldn't find anything else . . .

or upperclassmen who actually wanted to live here . . .

WHY?

Why would anyone want to live in what some have called a madhouse?

Maybe we're insane!

I mean . . . life in the floor section isn't the most stable atmosphere,

Though some of the rooms look and smell like stables . . .

Take a circus, give the animals keys and triple bunks

and make them share two johns: that's the dorm wildlife.

What a zoo . . . we've got freaks and jocks and hips,

gapers, radicals and conservatives.



Big John, Skippy, Mike

NAMES: no there's labels for the visitors; so as to identify the philum and specie.

There's Dancing Bear, the 2,000 year old man, Oaf, Ode, Dago, Streak, Big G, and THE SARGE. Any combination of which, when cubed in a 12 by 15 feet area, are liable to chemically react.

"Let's clean the room. No! Play cards elsewhere, I'm trying to read.

"Shut off the light! I want to rack! Turn up the music! Open a window! Locked out! ICE TEA!!!

"Want to do the laundry? Why didn't you wait for me to go to lunch?

"That broad's on the phone again . . . . ."

The compatibles take it in stride. The outcasts have little recourse. You can change rooms; if you think that may help . . . . . It doesn't. You can move to another dorm . . . but most only differ by room capacity.

CLIQUEs, similiar to unlettered fraternities, form in each corner of the hall . . . and in between. There's THE ANNEX, the PLAZA BANNANA and VIRGIN TERRITORY.

There's second south, third north . . . the thunderducks and beasties.



Dicker, Dago

**127**

Dancing Bear, Big G

**139**







Cocker, Bell, Runk

135

130

Chopper, John





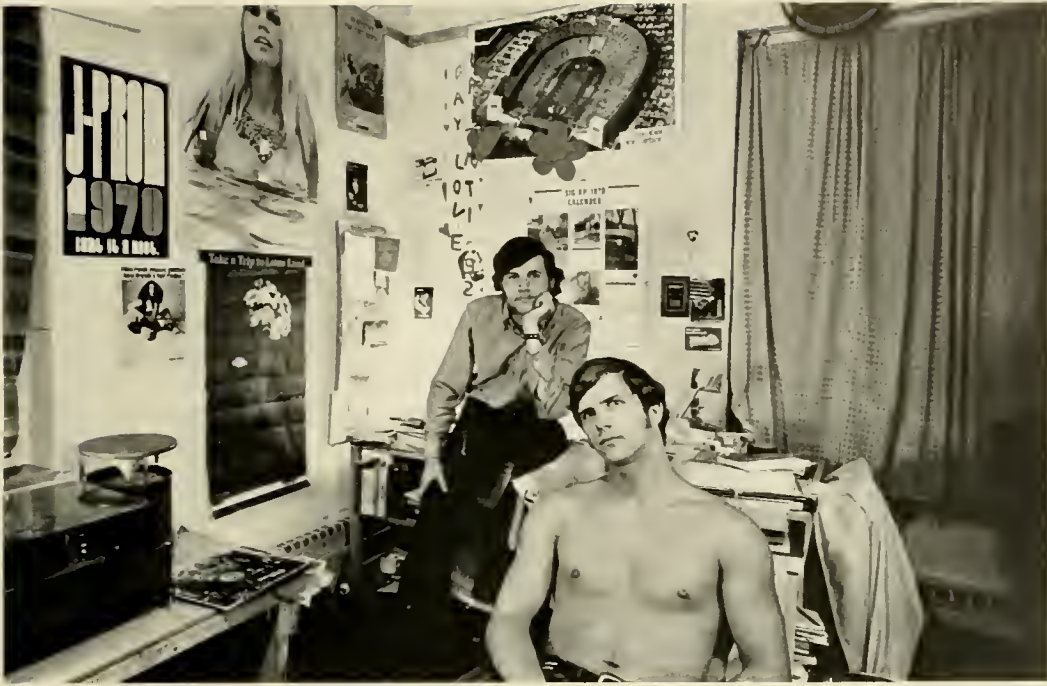
Steve

**134**

Rob, Buffalo, Frank

**133**





126

Freak, Body

136



Jeff, The 2,000 Year Old Man





Chris, Chris, Freak

128

Frank, Mike, Bob

137





Chris, Larry, Vince

129

141

Squire, Ode, Hoopie





The Head, Bob

If you can't find a category in the dorm echelon, you're out.

Do you talk funny? Some regional dialect;  
too serious? too intellectual? too quiet? Whenever you find  
yourself on the outside,

there is no place as lonely or as cruel  
as a dorm.

Even with this atmosphere dorms are overpopulated.  
WHY?

The university demands residence of  
freshmen; finding suitable outside housing is heartaches;  
cooking and cleaning skills are not everyone's possessions . . .

BUT

possibly a better reason is the companionship  
Many dormies want the social contact, renewed friendships, and  
new acquaintances . . . . .





Wait, Wink, Oaf

Getting a clothed shower on your birthday is  
not customary, yet it happens in a dorm.

Sitting semi-circled in the hallway in the early morning  
hours rapping about who got busted, or screwed, or who pulled a  
one point,

is a dorm delicacy . . .

Listening to the whites talk about the nigger and the black  
juice;

the blacks calling to get it together  
and watch the white honkies;

the rich using a credit card for phone calls;  
and carrying check books instead of wallets . . .

The middle income waiting for money from home; SENIORS  
counting the last days of golf classes;

and the motor heads spilling out the horsepower of their cars  
is a privileged life in a DORM.

We live in a DORM!!!

## 14 Park Place

Along with most other University residences, 14 Park Place gained new occupants last September. The new "first family" of Ohio University, Claude, Katy, Leslie and Stephen Sowle, at that time took the position formerly occupied by Mr. and Mrs. Vernon R. Alden.

Dr. Sowle was sworn in as president on August 1; previously he had been dean of the law school at the University of Cincinnati. He brought with him many new ideas, in both administrative and policy matters.

He accepted the position with "mixed feelings," as he put it. "These are times of trouble and yet they are also times of hope," he explained.

Later, however, he was more optimistic as he said "It is as though I had been relieved of all responsibilities so I had the time to just do the things I enjoy."

Dr. Sowle was not the only member of the family with new responsibilities. Being first lady, as Mrs. Sowle jokingly explained it, "sort of implies that you have to be a lady on your best behavior all the time."

The Sowle children also had to make an adjustment to their roles as "the president's children," Mrs. Sowle said. "We had an eye on whether it would change their feelings and on their reaction to the time demands on us," she stated, but added that there "were no problems."

"We just make the time we have together as enjoyable as possible," she explained.

Sowle made several major administrative changes when he took office. The position of vice president, formerly held by James Whalen prior to his resignation the previous year, was eliminated. Two new positions, vice president and dean of faculties and vice president for educational services were created and placed under the office of provost. The new president appointed Dr. Robert L. Savage to fill the position of provost.









That position had been vacated by Thomas Smith; he also appointed Dr. Taylor Culbert as vice president and dean of faculties and Dr. Richard C. Dorf as vice president for educational services.

Another innovation of the new University head was the formation of seven "task forces," staffed by students, faculty and administrators to "assess the programs and operations of Ohio University and make recommendations for the future."

In an interview with *The Post* at the beginning of the school year, Sowle outlined his views on the office of the University president.

"One thing a President must be very careful of is to attempt to establish some sort of personal style of leadership," Sowle explained.

"You will not find me going around telling people what courses to teach or how to go about things of this sort. My main job is to create an atmosphere in which I can suggest, along with others, that there are the problems we are going to have to face up to and not wait for them to reach the crisis stage—to make sure that those task forces or processes, whatever they might be, are moving along solidly, properly," Sowle said.

He added that when the recommendations of these groups do come in, it is the president's responsibility to make the decisions. "Some of them will be tough ones, but once the decision is made, see that it's carried out," he emphatically stated.

According to Dr. Sowle, the major problem within the University is one of "adequately financing the things that we would like to do and think we should be doing."





"The major problem as I see it is how to improve our programs and make academic progress given those limitations and funding," he said. "There are only two ways we can do it: (1) In the support areas, attempt to reduce costs down to the minimum level consistent with carrying out the task."

The second thing is to "look very hard at, not only that area in terms of what we're doing and perhaps what we could avoid doing and therefore preempt some funds, but in the academic area also take a look at our whole range of programs," he said.

Sowle said he'd been spending "an awful lot of time on and will continue to" on the problem of "limited resources and effective procedures, where-

by we can determine how best to spend our money and not waste any of it," he said. Frequently Sowle would take time out of his busy schedule to speak to various University groups. He felt this was a necessity in order "to make sure that what we're doing is understood."

"I was very proud of his (Dr. Sowle's) response to the offer of one of the greatest challenges in academic life today; the presidency of a university is a very hazardous challenge," Mrs. Sowle remarked. "I think a man should be in the profession of his choice. He's happier and we're happiest when he's doing what he wants to."

One year and two student riots later, one wonders if these sentiments still prevail.

copy by LINDA WENMOTH  
photos by ED PERIATT







## **They ask, why not?**

All people have dreams, dreams of things they would like to do or seen done.

But few have the opportunity or the initiative to turn their dreams into reality.

A few are fortunate enough to realize them, by going beyond talk—into action. Here are a few, just a sampling, of such people within the University who ask "Why not?"

# Whan

"Some men see things as they are and say, why. I dream things that never were and say, why not."

A quote often repeated by the late Robert F. Kennedy—and one which he tried to affect—could be applied to Dr. Edgar Whan, director of Honors College through last year, director of Cutler program and initiator of programs such as Bachelor of General Studies (BGS) and University Day.

For Edgar Whan is one who dreams dreams. He dreams of a university that will "talk about what we're trying to develop in PEOPLE, instead of talking about the 'products' of education."

He dreams of a university that will not be one in which "everything looks like the student is the enemy."

And he is looking for a way in this University "for thoughtful students to have an outlet."

"Kids today are not buying the system. In education now, much of the University sees itself as a farm school for graduate schools or as a professional school. Kind of like the guild concept," Whan admits.

"Sometimes I think the University is training kids to live in the suburbs of 1947."

And adding that this system simply does take

care of some students, Whan is trying to find a viable alternative to "the system" that is Ohio University within the University.

"While the rest of the University says, 'What do you want to major in?' I say what do you want to be?"

"So many students say they don't know what they want to be. Well, that's what they are here for," Whan says excitedly.

And he adds he feels many of the programs he has been associated with might help the student find just what he wants to be.

"We stand against paper. We can be so bureaucratic. You know Jesus had a beautiful thing going until they made a church out of it. Institutions always ruin things."

"Look at me as a human—at what I am. That's what students are trying to say."

But despite the fact that "we are 10 years behind in education, "this university has changed more in the last four years than in the last 50."

Whan's summation of student attitude is that "Kids don't want to be told what to do or to make money. They want to mean something."







## Alexander

For editor Andrew Alexander, *The Post* was his life at the University. Members of the staff used to joke about the time he spent working on the campus publication, telling him that he "ate, slept, drank and breathed *The Post*." He probably did.

Once he received an invitation to speak to a group—elks, jaycees, or some similar group—and represent "the viewpoint of a campus militant."

"Can you imagine anything more ridiculous?" Alexander remarked. "As if I'm a campus militant."

But although he might not be termed a militant, Alexander certainly was a "radical."

In one of his most lengthy editorials of the year, he advocated that "ROTC can exist—off campus."

He held his ground against accusations of State Sen. Robert Corts of Elyria that *The Post* had printed "pure, unadulterated smut." For Alexander, the words were not so much the question as what he felt constituted a threat to freedom of the press, a freedom so important to him as a journalist.

But perhaps his most radical stand in an age of irrationality and emotion, was his plea for human

respect, mutual regard for the welfare of others and reliance on logic and common sense before action.

"Take Vietnam," he would say. "A lot of people criticize it and don't really know what they're talking about. I've been there (he served as a correspondent, summer of 1969) and I've seen it. I know I won't go.

"I can't really claim it's because of religious beliefs—why I won't go, I mean. It's just the idea of anyone else having the power to tell me what I have to do for two years. I resent that. And besides, I just can't see delaying my career that long," Alexander says.

So he says he may go to Australia, but it won't be for awhile, because he won't graduate until December. That country, though, is sort of a second home for the young journalist. He has worked in Australia for the *Melbourne Herald* during the summers of 1967 and 1968.

"The people there are really great. And the country is just starting to experience things that have already happened in the United States," he said.

As editor of *The Post*, Alexander placed highest importance on objectivity. He often said, "too many writers don't know the difference between opinion and interpretation, so it's better to stick to the strictly objective."

He takes his journalism seriously and reacted to his responsibility as editor seriously, feeling he had to do all possible to avoid misleading readers, especially editorially. For this reason, he often consulted outside sources for information and thoroughly researched the facts behind a situation before commenting on it.

"I've always considered the Scripps-Howard motto, 'Give the people light and they will find the way,' as sort of a guiding principle for editorials.

"I think you have to have a little faith in people—you have to trust that if you DO show them the truth, they will be able to draw the conclusions for themselves," Alexander related.

And so he strove to present the truth.

This is not to say that his approach was all seriousness. He sat in his office night after night banging out his copy on an old typewriter which should have been junked long ago.

He typed with two fingers—like lightning—and wore odd hats and the production manager's shirts.

One minute he would be discussing an editorial with someone in all seriousness; the next, he'd be swinging on an office door. And one of his favorite forms of relaxation was telling "Urbana (he is from Urbana, O.) stories" to the rest of the staff.

Alexander is someone who knows where he's going. He says he has wanted to be a journalist "ever since I can remember, practically."

Alexander is an innovator. He took The Post quite a few steps down the road to serious, professional journalism and service.





## Scogin

Ron Scogin is an assistant professor of botany who worries that Earth might be a "planet we're rendering uninhabitable."

Involved to a large extent in the activities of the Ecology Group, Scogin lauded the April 22 Earth Day events, calling the day "successful for those who participated in it."

The problem is, though, that not many members of the University community used the day intended as a "teach-in" on the environment, the young botanist related.

"The number of people at the ROTC thing (mass meeting in Memorial Auditorium over arrests made in an ROTC class) was probably 20 times those involved in Earth Day.

"This University is probably the proving ground of the silent majority for the next five years," Scogin said.

"I'm a little disappointed in student involvement. But of course, you're getting a biased view. Ecology is what I think is important, what will affect the course of the world."

And because he feels so strongly about ecology, because he feels "the implications of biology in everyday life are awesome," Scogin uses the classroom to try to convey the importance of these

sciences to his students.

Leaning back in his swivel chair in his office, Scogin predicted what he feels will be the course of pollution control in the immediate future:

"I have two fears. The first is that the concern over pollution now may be a fad. The second is that there'll be an outpouring of concern and just enough will be done to barely keep our heads above water.

"We'll do a cosmetic job—but it won't be enough to take care of the problems," he continued.

"These problems go right to the cause of the American way of life. You just can't have a 400-horsepower car and expect to be able to breathe. But we're always taught that big industry—big everything is good."

"I'm waiting for a catastrophe. That's what it will take to change American way of thinking."

Turning to the problem of education, Scogin said the University hoped to initiate some ecological courses.

"The problem with trying to get new courses, though, is that you need the personnel to teach them. The REAL innovators wouldn't come here; they would get squelched.

"I came here from Texas and I thought that state





## \* Milk in Such Containers May Be Unfit for Human Consumption

DDT Content .10 to .30 Parts per Million in Milk of Nursing Mothers  
(2 to 6 Times the Amount Allowed in Milk for Commercial Sale)

was conservative. But Texas is full of fire-breathing liberals compared to this state," Scogin said.

"Top quality scholars cost money. So the answer is money—on the state level."

Originally from Corpus Christi, Tex., Scogin majored in zoology as an undergraduate and earned his Ph.D. in botany at the University of Texas.

He said he views with some apprehension the liberal trends in education.

"I think students will take advantage of BGS (Bachelor of General Studies) and not really use it. They've done the same thing with pass-fail. The whole concept of pass-fail was to allow students to take courses they would not normally take, for

fear of getting a bad grade. But so many have taken their major courses in it," he explained.

"Ohio University probably excludes the brilliant student who would want a liberal atmosphere where he would be free to experiment. But where you have an average student body, you usually need a regular curriculum.

"Education is really a mixed bag. I guess the fun thing is having a captive audience. You can really grind the old 'population axe'," he said and grinned.

Then he turned to hang his newest poster, pictured here, saying he is really serious about ecology. "Almost DEAD serious, you could say," Scogin added.

# Esposito

"I'm gonna lead the life I sing about in my songs," says Ron Esposito. But not even his closest friends have ever heard him sing a song about painting and cleaning a city jail.

Last year, as a sophomore, Esposito undertook such a project for the Athens city jail. It all came about with a few quick words and a promise on a night in October. Esposito, along with many other students, was attending a meeting in Memorial Auditorium with city personnel as guests.

"Prior to that meeting I had peered into the jail and it was a real pit. So I asked (Capt. Charles) Cochran at that meeting about it and he didn't give a good answer," Esposito related. "I thought somebody should do something about it."

About two weeks after that meeting—early on a Saturday morning—a grand total of two students,

including Esposito, showed up for stage one of the project—cleaning the jail.

"He (the other student) cleaned the bathroom, 'cause it was so goddam dirty I didn't wanna do it," Esposito said, laughing. "And I mopped the floors and cleaned the cell area."

"We said we'd return the following weekend to paint. I forgot it was Fathers' Weekend. So when I remembered, I called the old man and asked if he was planning on coming down that weekend."

"He said, 'I was thinkin' of it . . . ' and I said 'Dig it—we're painting and cleaning the jail.' I'm glad he showed up 'cause I don't know a thing about painting."

And stage two was better. About 35 persons showed up that Saturday morning. Some brought "food and pop." They finished the job and Esposito proved as good as his word—fulfilling the promise made in front of a crowd in an auditorium, where so many other words were lost or forgotten.





"I guess the jail is pretty wrecked again. I don't think it'll do any good to clean it up again. So next time I'm gonna blow it up," Esposito said, adding he had filed a formal complaint with the American Civil Liberties Union.

But there are side effects to painting a jail.

Esposito explained that for awhile he feared cleaning the jail might "make me seem like a goody-goody. I mean, at the theater one night these two chicks from New York—land of the affluent and fouled up—said, "What did you do such a thing for?"

"I don't know. After 12 years of Catholic high school, getting all this 'Love thy neighbor' stuff which is cool, I guess some of it just sunk in," Esposito continued.

Continuing his "love thy neighbor stuff,"

Esposito is formulating an idea that would get some of the saleable items made by boys at Fairfield School for Boys out on a regular market.

And besides his latest project, Esposito, who is a philosophy major ("you gotta major in something"), has tried his hand at writing for *The Post* and occasionally entertains at the Cavern, Hillel's Fat Sandwich and for "dorm gigs."

"I've been on music for about eight years—guitar and bass and an occasional kazoo. Most of the time I perform because I like it, not for money," he says.

Ask a cleaner of jails where he's going and if he's Esposito he'll say, "Right now I'm just going where the road leads me. I don't want to be anything at all normal or regular—so I plan to try my hand at anything which hits my fancy.

"My one real goal in life is to be loved and to share my love with somebody else. If I have that, I don't need anything else.

"What I want is to be fulfilled."

Has he been successful in this want?

"Yes, and it just started happening this year. The only person who can say whether you're successful is yourself."

Esposito admits he is an idealistic person. Perhaps that's what it takes—idealism—to paint and clean a jail.





# McCafferty

Steve McCafferty, as a senior, "got very excited about education."

But that excitement was not the result of his activities as a student, but an instructor.

Winter quarter, 1970, McCafferty taught a freshman literature course in Contemporary Issues, English 179A. The course, dealing mostly with contemporary humorous works, was designed by McCafferty and approved by the English department.

"I guess it all started when I got this idea by seeing black literature taught by blacks. I thought it might be fun to teach a course too."

"So I drew up a list of books and a course description and took it to the English Department, and Zowie—I had a class," he explained.

Actually, the process, from the time he got the idea until it was approved, took about a year, he admitted.

"The main check-and-balance system seemed to be how long you could wait, how much you could endure," he mentioned.

He remembers the class being spiced with a day of magic markers, 30 minutes of silence, and admits he learned a lot.

"I discovered the whole educational system is not going to change in any way—at least not very quickly. What education HAS to start thinking about are all the alternatives to present format."

Although he prophesies a lot of changes before education "is as effective as it can be," McCafferty said his education here was "a good experience for me."

"After my sophomore year, I decided it was all over. That summer I studied at Oxford (England). But at that time—at the end of my sophomore year—the Cutler program was started here and I immediately got into it.

"That's what made it good for me," he said emphatically.

As an instructor, he made the course good for the 35 freshmen enrolled in it. Even if they didn't want to work and didn't like the material covered, no one complained about grades received.

McCafferty gave all A's.



# In Memoriam

In Memoriam: Lillian Ramos

She was a black  
female

Zorba.

Full of life, yet  
bearing its scars.

Fierce when attacking  
The racist cancer  
the racist cancer

As gentle as tears when sharing the ache  
of the victims of the dread disease.

Her fierceness and gentleness were a two-edged sword,  
both committed to healing;  
one edge for radical surgery,  
the other for binding up the wounds.

She stirred fear in the hearts of the ill;  
She stirred hope in the hearts of the broken

Her hope—a plural world  
A world of diversity,  
A world where no man is free until  
all are free.

A world where one man's community is  
held sacred by the other's.  
A world where another man's pain is  
mine  
A world where another man's joy is  
mine.

In her presence young black men became awed,  
not by here, but  
by themselves and  
Their new found capacity to learn  
to think  
to create  
to grow.

In her presence young white men who would allow  
Her sword to do its work learned a  
freezing word;

White, too, is beautiful baby!  
White, too, is beautiful!

A Friend





Lillian Ramos was more than a professor. She was, as she frequently put it, "a human being."

"I am first a human being and have to be free in this society at whatever cost or price," Mrs. Ramos once said. "My hangup is my dedication to the cause."

Deeply concerned with her "cause," the problems of all men, Mrs. Ramos was a member of the Anti-discrimination, Urban and Regional Studies, and University Discipline Committees. In addition, she was chairman of the government department's Black Studies Committees, a member of the Board of Directors of the Black Studies Institute and a member of the Board of the African Black Studies faculty.

Mrs. Ramos died January 29 of a massive coronary occlusion. Although she had been at Ohio University a short five months, her loss was felt acutely by the entire University community.



“ . . . a thousand words.”

cartoons by BRUCE JORGENSEN  
and  
PATRICK OLIPHANT

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'WELL, NOW—CLASS WILL PROCEED AS NORMAL . . .

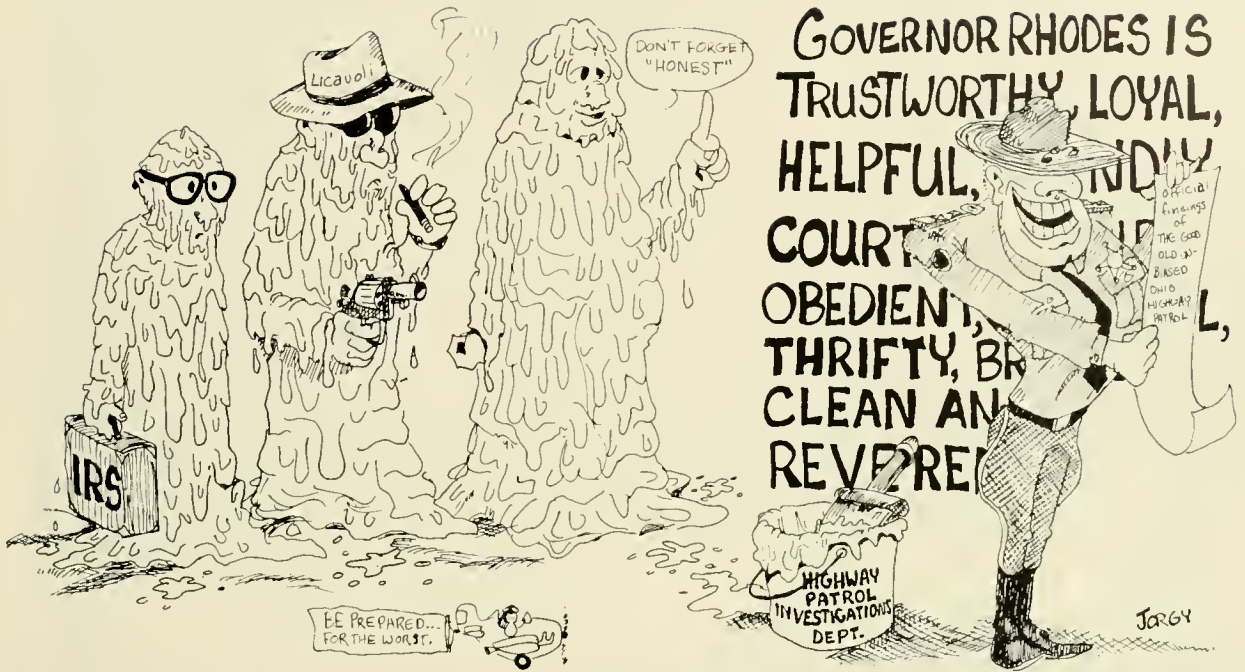




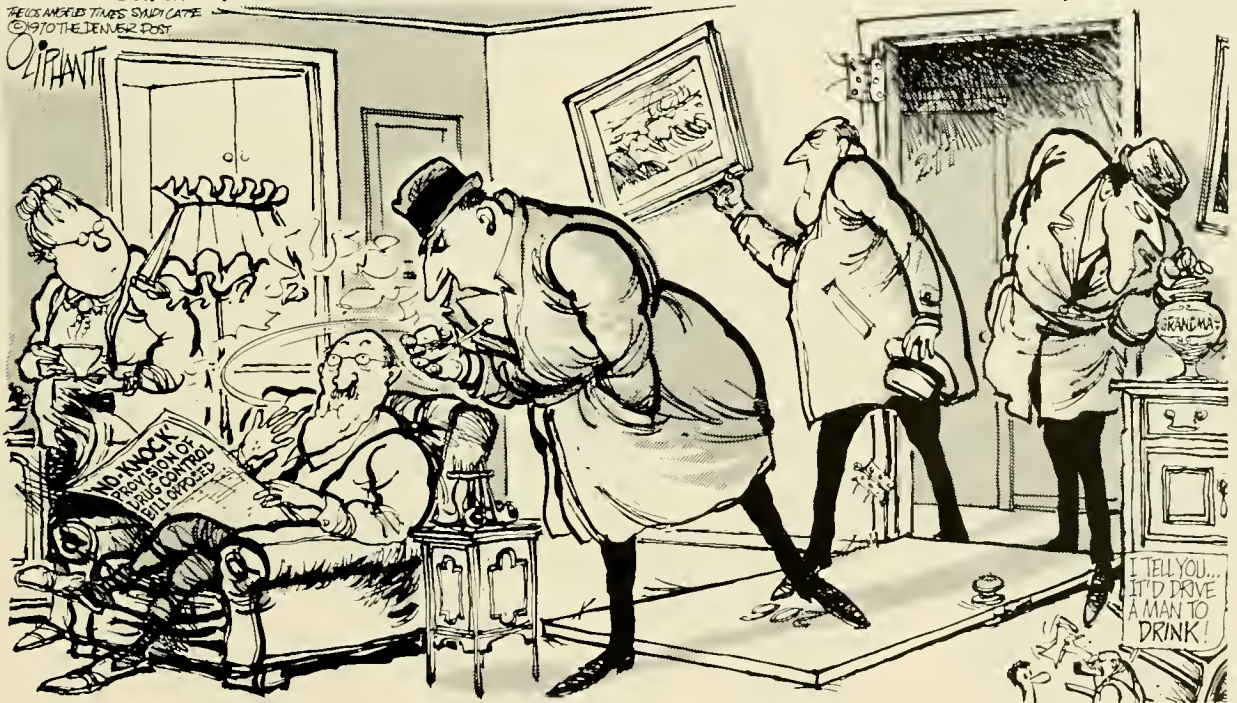


'WELL, IT MAY HAVE BEEN YOURS TO START WITH, BUT WHAT DID YOU EVER DO ABOUT IT?'



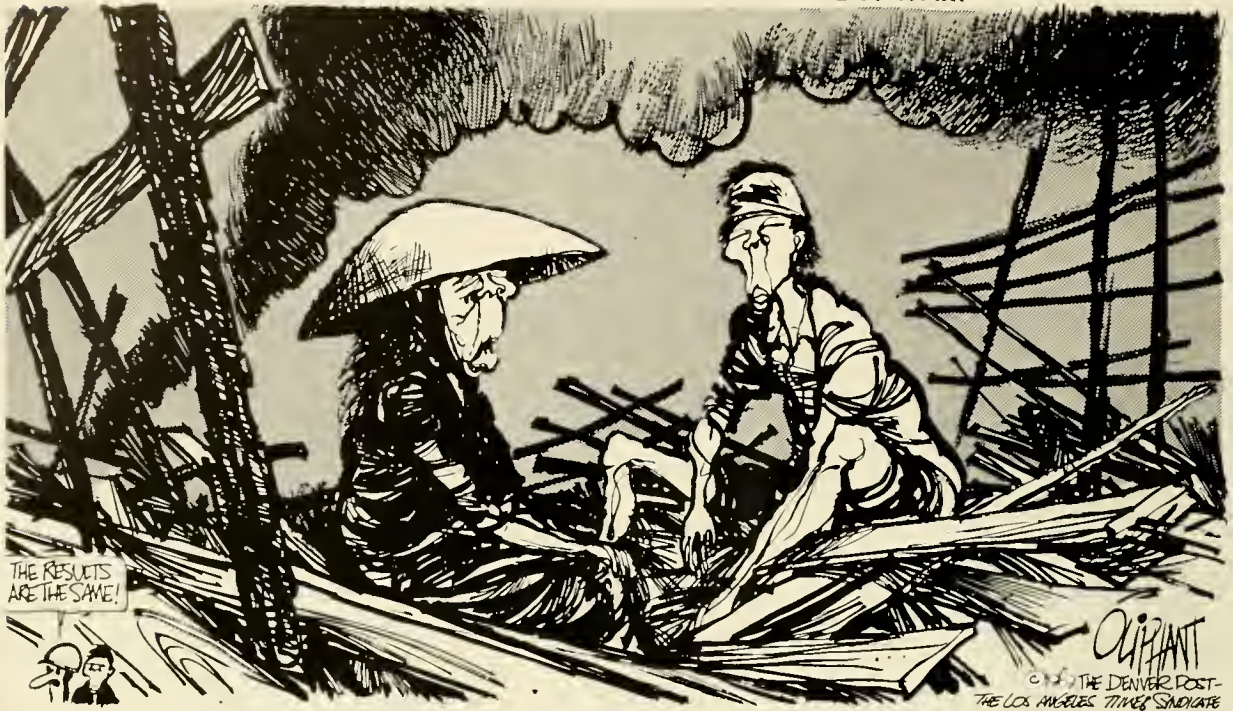


'OK, MEN, IT'S ONLY TOBACCO—WE'RE JUST MAKING A ROUTINE CHECK, SIR!



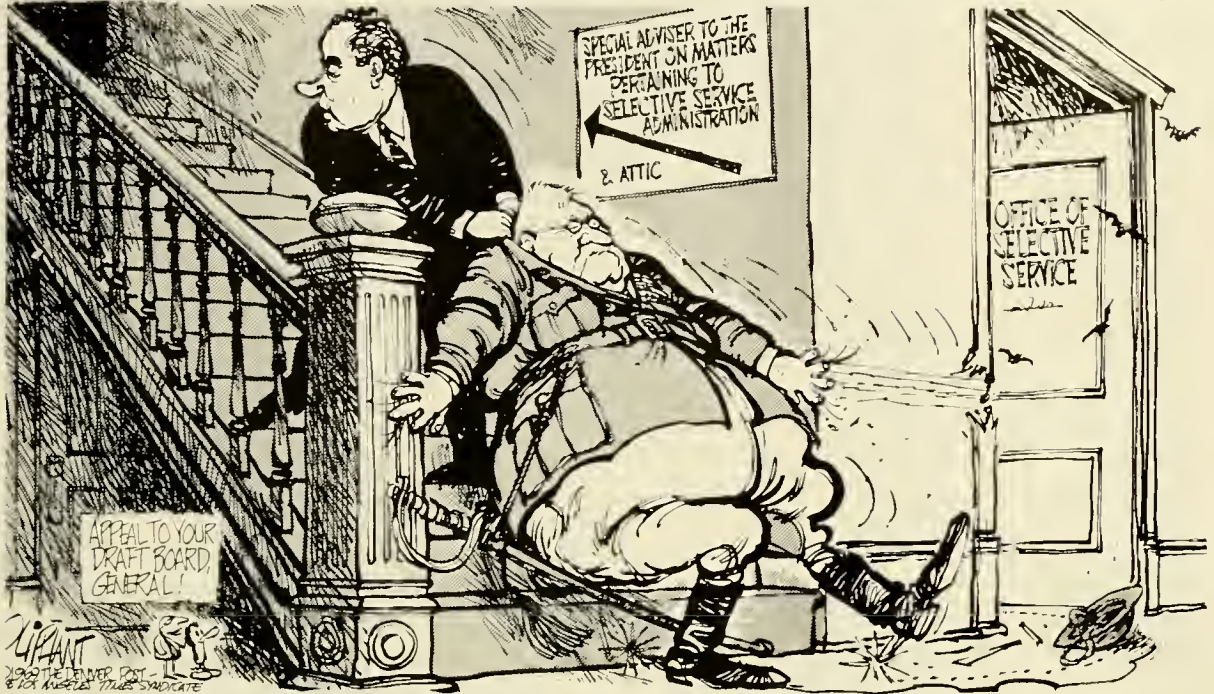


'WHAT IS A MASSACRE? IS IT ANYTHING LIKE A WAR?'





'NOT "KICKED UPSTAIRS," GENERAL HERSHEY — "DRAGGED", YES, BUT NOT "KICKED"!'



'SOMETHING'S GONE A LITTLE WRONG . . .'

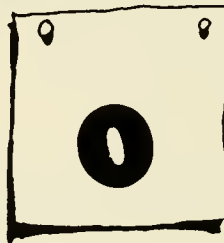
THE LOS ANGELES TIMES SANITATE  
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OLIPHANT





# COPS



RUNS - MOSTLY IN CIRCLES  
HITS - A FEW WINDOWS  
ERRORS - THE WHOLE THING  
REASONS - VAGUE, IF ANY



**DS**

**O**

IT'S A WEIRD GAME.  
THERE ARE NO RULES,  
NO BOUNDARIES, AND  
THE OBJECT OF  
THE COMPETITION  
IS TO SEE WHICH  
SIDE CAN LOSE  
WITH THE  
MOST STYLE.



Jorgy  
O.U. Post





# **“OH WHY, ATHENS?”**

A Farce In All (Three) Parts

copy by **GEORGE H. MITCHELL**

photos by **AXEL KAULISCH**

### Stage Notes:

Athens, economic and cultural hub of Southeastern Ohio, is the site of Ohio University (sometimes mistaken for the State Mental Hospital located near the campus). Last fall a University Task Farce endeavored to uncover the causes of an unacceptable level of tension between the University and the city (symbolized in the slogan "Athens Justice."). The Task Farce reported that everyone's worst enemy is himself. Since none of the aggrieved parties could accept such an outrageous verdict, the struggle to liberate this key hamlet from the hands of long-haired — right-wing — reactionary — fascist — commie — johnbirch — hippie — undesirables continues.

May peace, power and truth—not to mention law, order and justice—return to the people of this once-serene village—if any of them survive.





### Farce I—Local Tabloids

Scene I—Offices of a Community Newspaper

Voice 1—I'm tired of those damn students  
and snobbish university people  
trying to run this town.

Voice 2—Yeah. None of them have any  
roots here and they think they  
can tell us how to run our  
business. We ought to really  
slam them with a few editorials.

Voice 3—Wait, we gotta remember that if  
it weren't for the University,  
Athens would hardly exist.





Scene II—Offices of a Student Newspaper

Voice 1—This is really backwoods America. Have you ever seen so many hicks in your life? They are really out of it.

Voice 2—Yeah. Those damn townies must think the world begins here. First they charge the hell out of us, then they bust us for trying to beat the system. Why don't we write a few articles and show them exactly how we feel.

Voice 3—Go ahead; all they can do is complain. If it weren't for the University, Athens would hardly exist.





## Farce II—Local Officials

### Scene I—Important Administrative Offices

Voice 1—I'm tired of those undesirables and snobs trying to run this town. We're doing the best we can.

Voice 2—Yeah. So what if we're too cheap to provide good training and salaries for our policemen. They're good boys, and as long as they take it out on those damn kids instead of us, everything's all right. Hell, they only work 48 hours a week.

Voice 3—Yeah. And so what if the fines are high. How else are we supposed to make money? I think we ought to have a \$250,000 surplus before the judge, the prosecutor and the cops get a raise.

### Scene II—Quarters of a Well-Known ?

Voice 1—I hear we have to clear \$250,000 before we get a raise. I wish those pseudo-intellectuals would keep their noses to themselves. What do they expect from a \$14,000/year judge? Justice?

Voice 2—It's a good idea to use the maximum rate on fines and bail. Almost all those kids are rich anyway. Besides, I've got to make a reputation for myself.

Voice 3—Those kids got a lot of nerve complaining. We don't make half as much as the city and suburban police they have at home. And what's all this talk about rights—everyone knows that a lawbreaker hasn't got any rights.



### Farce III—Local "Educators"

Scene I—Routine Conference in a Well-Known Landmark

Voice 1—Those damn kids are still screaming about "Athens Justice." The townies must think the world begins here. God knows we don't contribute to student frustrations.

Voice 2—That's right. You'll never hear anything about "University Justice." We're fair. We even set up a loan fund for fines and bail. Of course it's not available to demonstrators and other undesirables. Who ever heard of rights for University lawbreakers?

Voice 3—(Speaks Through Tears)—My God, Why would anyone locate a university in Athens?

Voice 1—What did you expect from plans made in a tavern?

Scene II—High-level Conference in Well-Known Landmark

Voice 1—Now they've done it. Those kids are screaming for human rights for everybody—students, cops, judges, townies—everybody! They can't really want justice for Athens—can they?

### Stage Notes:

Lights fade. No curtain. Rerouted river rises and engulfs entire town. As the water rises, the University becomes indistinguishable from the State Mental Hospital nearby.

Celestial Voice: At last, justice for Athens!

Celestial Chorus: Oh-Why-Oh Athens?  
Oh-Why-Oh You?





copy by JULIE SNIDER

photos by PATRICK McCABE

"Admission by donation" to Ivydale, W. Va., and the mountain music festival staged there by David and John Morris, two brothers who play traditional mountain music for friends who have been bred on it, for others who have never before been exposed to their style of music.

But this exposure was one of many experienced by members of the Honors College course in Appalachian Studies, where exposure was the key, the rule, the basis of the entire study.

Admission to the course was truly by donation—donation of time and energy—and sometimes donation of cars and gasoline to travel to the Appalachian people. To take the classroom into the hills of Southeastern Ohio—that was the goal and Ivydale was just one stop students made.











They really had a festival in Ivydale. In September. The young, the old, men, women and children came to hear the music that "is old music and mountain music and goes back into people's lives—and that's what gives it meaning in today's turmoil," as David Morris would say.

Finding meaning in today's turmoil—perhaps a goal of many in the Appalachian Studies course. And turning to other people to find what is meaningful to those people. To understand Appalachia by trying to understand those who live there. This understanding came from a variety of persons who had varying views—yet all the people somehow formed a mosaic, an impression—lasting—of Appalachia.

There was Ed, who lives in a tiny house on Route 50, just west of MacArthur. And there were the Scurlocks—a family on welfare. And so many others who told their stories to students and probably said more about their area of the country than any textbooks one could purchase.

Interaction was the key. Those in the course used it to open the door to the beauties of Appalachia and her people.





But the door went two ways. Probably the people visited gave more to the class than class members could ever give to them.

At Ivydale, friendliness pervaded. Young and old enjoyed together a common form of entertainment, the music that is the unifying bond of the mountain folk.

The much discussed "generation gap" just didn't exist. Nor did the town-gown conflict. What existed were people—all kinds—who got together and enjoyed the festival.

Even their pets came.







Ivydale wasn't the only place traveled to or the only exposure to the people. Members of the class were given freedom to experiment, to take the ASV "bus" into the hills and visit Appalachians on their own.

A variety of experiences resulted. Gatherings such as the evening at Gene and Maxine Ratcliff's, shown here, were part of the class whole, all surmounting the invisible walls between the University community and the mountain country surrounding.

Round dancing became a favorite form of relaxation. The young stomped and clapped, the old smiled at the merriment of the dance and the house shook.

Not many students at Ohio University have ever been to Ratcliffsborg. But most members of the Appalachian Studies course have. And it's their gain.







Not always did class members move their classroom into the outlying area. Sometimes the people in that area came to the class, to the meeting place at the United Campus Ministry House. Once a VISTA volunteer, once a welfare rights lawyer, and one time Doug Arnett, opposite, candidate for the Congressional seat from this district.

And there were auctions, welfare rights meetings and so much more. But always the people.

Not poor people, but people.

Not Appalachians or mountain folk or even people from Southeastern Ohio, but individuals.

That is what an Appalachian is. He is an individual—a person to meet on a one-to-one basis. Each Appalachian is different from another. Each is unique. But somehow there is a genuineness, a simplicity that others lack "in this world of turmoil."

That is what the course taught more than anything. The experiences were not enough to describe a life style or an entire people. But they were enough to give a taste, to whet the appetite.

The experience was good. The knowledge gained but a wedge in a door that has been closed far too long. The friendships build the best part of all, because of the mutual give-and-take, the mutual respect.

Taking the classroom into an Appalachian laboratory would not work for all, nor is it desirable for most. But in this case it proved a beautiful, enriching experience. And one not quickly forgotten by students.







# R.O.T.C.

Army ROTC has been at Ohio University since 1936.  
Through a big World War, the second of its kind.  
Through a shorter, smaller war, located in Asia; Korea, to be exact.

Now we come again to Asia, to a slightly different  
location, to a slightly different war,  
in Vietnam( both of it)  
The first two wars were 'GOOD' wars—  
a seeming contradiction in terms, but  
Patriotism overrules morality PRO PATRIA MORI  
We were right, we won . . . ROTC enrollment grew by leaps  
without boundaries.

The third war is a 'BAD' war—  
if any WAR can be called 'BAD' while others  
are called 'GOOD'  
Because the third war has lasted so long,  
overtime has been called, and the penalty  
has fallen on ROTC—Drop back thirty-four years,  
ROTC at Ohio University, ROTC is dying . . .

To many cadets, ROTC is just a practical method for getting  
through what seems to be an inevitable situation—  
obligatory  
mandatory military service.

Practicality overrules morality.  
ROTC continues to weaken from . . .  
. . . the lottery slaughtery system—one considers ROTC  
according to one's score in the game.





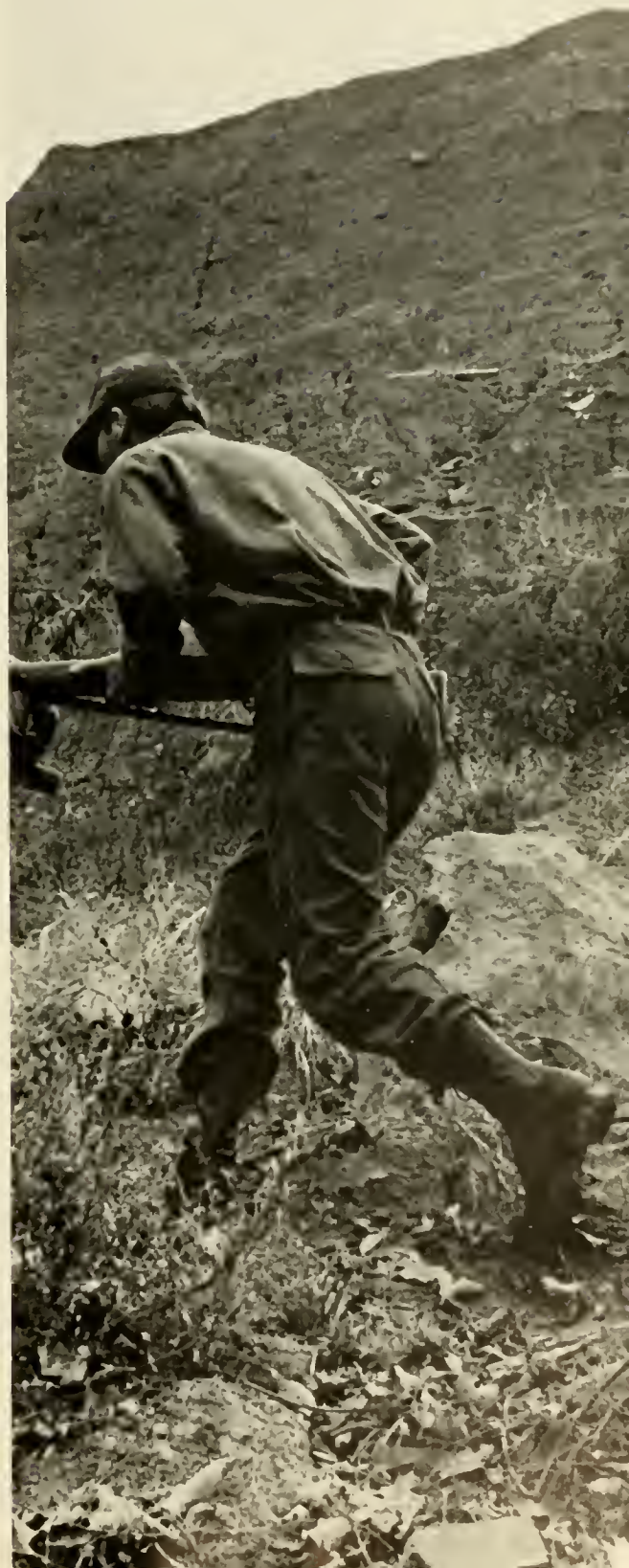
... student apathy—  
the apathetic and uninformed majority borrows  
the opinions of the un-silent minority—  
those who care enough to think  
or those biased  
enough to broadcast it

... The POST (a STAKE through the heart of  
student fears)  
which unilaterally champions  
The New Programs (Pogroms) Subcommittee—  
limiting ROTC in every way possible

... the insane Jabberwock Vietnam  
(a land Alice would indeed wonder at)

... the unfortunate switching of cause  
and effect—  
ROTC and Vietnam  
bad publicity and anti-war sentiment  
all spiralling to ...  
ROTC is dying.  
It should.  
For it is an anachronism  
just as WAR is old-fashioned  
in a supposedly  
civilized world.

copy by DENNIS RUNKLE  
photos by DAVE LEVINSON





## Twenty Years Later

"Damn weird students. All I can say is it must be the sign of our times."

"Yeah, they don't care for anything. They don't have any true spirit."

"You know, you're right. They're doing things differently today. They don't do things like we did. Remember the day we stuffed 2,000 students into the College Green?"

"Right on, but how about the time we had that mass tear gas swallowing contest at Court and Union."

"Or how about the time we held the liberation raid on Chubb . . . uh, oh, here comes the convention officials. Guess we'd better get ready for debates."

(Applause . . . Cheers)

The presiding officer speaks:

"Fellow alums, we are gathered here today technically to celebrate the founding of the Ohio Uni-

versity chapter of the Veterans of Campus Wars (VCW) by dedicating the Peace Memorial on the College Green with the Tomb of the Unknown Demonstrator. However, officially we face the far more difficult task of adopting resolutions supporting the Washington Administration and reprimanding the radical moderation of college students today."

(Applause . . . Cheers . . . punctuated with "Right on" and raised arms.)

Presiding officer continues:

As official representatives of the Veterans of Campus Wars we must take a strong stand to halt the reactionary movement which is shaking the foundations and threatening to topple the administration of President Gerald Rubin"

(After a brief non-violent dialogue, the VCW's South Green representative acquires the microphone.)



He speaks:

"Fellow alums, we must halt the students' movement to institute a remunerated university. Their request to use the old Alden Library cannot be negotiated. Their demand that the free university be closed, because 'we can't get something for nothing' is irrelevant.

(The South Green representative in turn loses the microphone to the East Green delegate after a brief non-violent dialogue.)

"Fellow alums, I say that the gravest problem our society faces is the move by students to moderate the Peace Movement we so successfully instituted. The student argument that we've killed more keeping the peace is hardly relevant. I say we should push our Peace Movement farther and wipe out all our opposition."

(The East Green delegate loses the podium to the West Green delegate after a brief violent, non-

violent confrontation.)

"I say we should be more concerned with today's ideologies than with demands. We must wipe out their subversive thinking. The ideology based on the ancient philosophy 'Into a closed mouth a fly will not go' is reactionary inspiration. I say CONFRONTATION."

(From all corners of the assembly hall cries are heard.)

"Let's burn the new Northeast Green."

"No, No, let's hold workshops and teach-ins on the College Greens."

"B S, bs, bs, bs, . . ."

(Two delegates are spied leaving the assembly hall.)

They talk:

"I've hidden away a stack of credit cards."

"Good, let's symbolically smash the windows of the Claude Sowe School of Campus Riot Control."





## A Dialogue On Education . . .

### What does a college education mean?

Today's college student needs preparation to assume a role—not necessarily a passive, adaptive role—in a hopefully changing world; an impersonal world in which he must nonetheless manage to remain an individual and assert his individuality; a world with the awesome potential for disaster within and without itself. How can the college possibly TEACH this student all that he must know?

**PROF. ARNOLD GASSAN**, photography: Our present structure under the American education system is essentially a paternal structure, an authority structure with the teacher playing the paternal role and thus automatically limiting and inhibiting the growth possibilities of the student . . . In my opinion, the only real value the teacher has over the students is that he has a wider scale of reference, not just in the field but in terms of living.

**PATTY CHASE**, graduate student in education: I think the American educational system is just this, a series of social roles to meet social needs.

**GASSAN:** Both the undergraduate and the graduate level of study in a college situation should be, in my mind, a translation from the necessary, probably, but at least in our society inevitably, paternalistic structure to a growth and independent refer-

May 14, 1970. 7:30 p.m. A group of faculty and students were invited to an informal brainstorming session to discuss the meaning of a free university and a liberal education today. Their opinions may or may not be representative. These people were chosen simply for each's willingness to talk, and to keep on talking for the sake of better understanding.

Following are some excerpts from the session.



ence and fraternal structure where individual responsibility and development is assured . . . in which the facts of knowledge become less and less important although always relevant because of the teacher's hopefully wider frame of reference. And the actual work done is done by the student because he is being put in a situation of such structure that it leads to an assumption of authority on the student's part so that at the end of the course the teacher and the student are essentially equal. We (faculty) have to wean students of the old teacher-student relationship before they graduate so they don't lose a year or two more of their lives learning to be an equal.

**MISS CHASE:** The most irritating thing is that they teach you separation. They (students) say, 'Oh, I'll put up with this, I'll take all this crap and I'll take all this oppression and all this kissing the foot, because when I get out . . .' I've heard more Master's candidates say 'When I get out then I can do it the way I want.'

**NANCY PETENBRINK,** junior majoring in education: They don't realize that this is being ingrained in them, that when they go into the field to teach or whatever, they will turn around and bully their students and intimidate them because they've al-

ways accepted it themselves. It's an old story, the behavioral modification teachers who are trying to behaviorally modify you are at the same time teaching you how to behaviorally modify others. This is a big circle, and unless something really radical happens to you, you're just keeping the circle.

**PROF. WARNER MONTGOMERY,** education: We've got to begin right now, students and faculty working together to change things. Education is not a matter of how much content has been poured into the student, and educational growth is not a one-to-one correspondence with lectures attended. We have to get over this idea that education can take place in the classroom with the teacher present. Things like credit hours, grades, tests and the like are all incidental to learning and should be eliminated.

**DR. GEORGE LOBDELL,** history: It's a lack of realization on the part of the university. The most important class is the incoming freshmen. And we put our emphasis on the graduate level of instruction. The university should start from the first day providing these students with the opportunity to acquire such skills as the ability to analyze and to synthesize, to see relationships and infer meanings, to judge evidence and to generalize.



**DR. SADEK SAMAAAN**, international education: This is impossible under the present system. Whether a student is an English major, in the arts, or some technical field, the system says that he must go through a deadish routine that, most times, doesn't mean a damn thing to him or to anyone else, and he is graded on his performance. The university says this will make a man of him and therefore, he must go through with it. There is no selectivity on the part of the student, he isn't given the choice as an individual who is capable of choosing and capable of selecting what he thinks is important.

**MONTGOMERY:** The student himself is his own best teacher. He has available to him his peers and his professors as added resource people.

**PAT DAINS**, junior at Athens High School: The ideal, to me, would be a teacher who comes into the classroom on an equal basis, breaking down the paternal type role. Instead of coming into the class and standing in front of his students—the immediate separation, I am the teacher and you are the students here to learn from me—he should come in and sit down with them, and in the form of discussion, relate what he knows. He should give the students the opportunity to decide for themselves what they want from the course and what they want to do with the available material.





**GASSAN:** The only graduates in my field that I really trust are those who have been out of school for a time, preferably between undergraduate and graduate work.

**MONTGOMERY:** That's beautiful. I get the idea there that when you're in college you're detached from society, from what's actually going on.

**GASSAN:** One of my students labeled it "a time out of time." You can radically change within three months on the outside.

**MONTGOMERY:** If the university is to be more effective, one of the things it must do is get out of the classroom and become more involved with society. The university still maintains an ivory tower.

**ROGER REID,** graduate student in guidance and counseling: The university builds an elitist wall around itself. In any artist's conception of a university there is always the symbolic wall, hedges or whatever . . . a campus gate in front of the university intentionally separating it from the community, as if you have to be something special to get in. Why would we want to put a wall between us and society? What happens if society wants to come in. The barriers, formal or informal, are there.

**MONTGOMERY:** This is what the concept of the free university means—breaking down the barriers to free learning. A free university, one that really functions, would be structured so that there would be free learning experiences for the people in the university community. They would not be strapped by teacher-student roles and the students would be able to learn what they wanted, when they wanted, how and where they wanted to and when. They would not be restricted by such things as external examinations, permission, prerequisites, or any of that.

**MISS CHASE:** Students must realize that **THEY** are the ones who must work to make it exist here.

**GASSAN:** The worst part of the educational system today is probably unchangeable. It's the ugly middle part which grinds us down. We realize it is a paternal system, but still we see the student accepting it, passively sitting there and saying, 'Goddamn it feed it to me.' We've got to start re-education for the sake of education—changing the whole social order . . . making the student assume the responsibility for his own education. Only then can we begin a free and meaningful educational experience.



Sound Alive:

## “Dance to the Music”

She wore a black-sequined gown and handled a heckler with professional grace . . .

The lead singer, in fringed jacket and pants, whirled the mike like a lasso . . .

They were the second act but they had the people dancing in the aisles . . .

Frequently seen around campus, in dasheki and fez, they introduced a new dimension in sound . . .

Jeans, tee-shirts or whatever-you-want was the dress for audience and performers alike . . .

In a kaleidoscope of patchwork print outfits ranging from open-throat to open-shirt for the guys and midi to mini for the girls, they had the audience and the Convocation Center rocking and grooving . . .



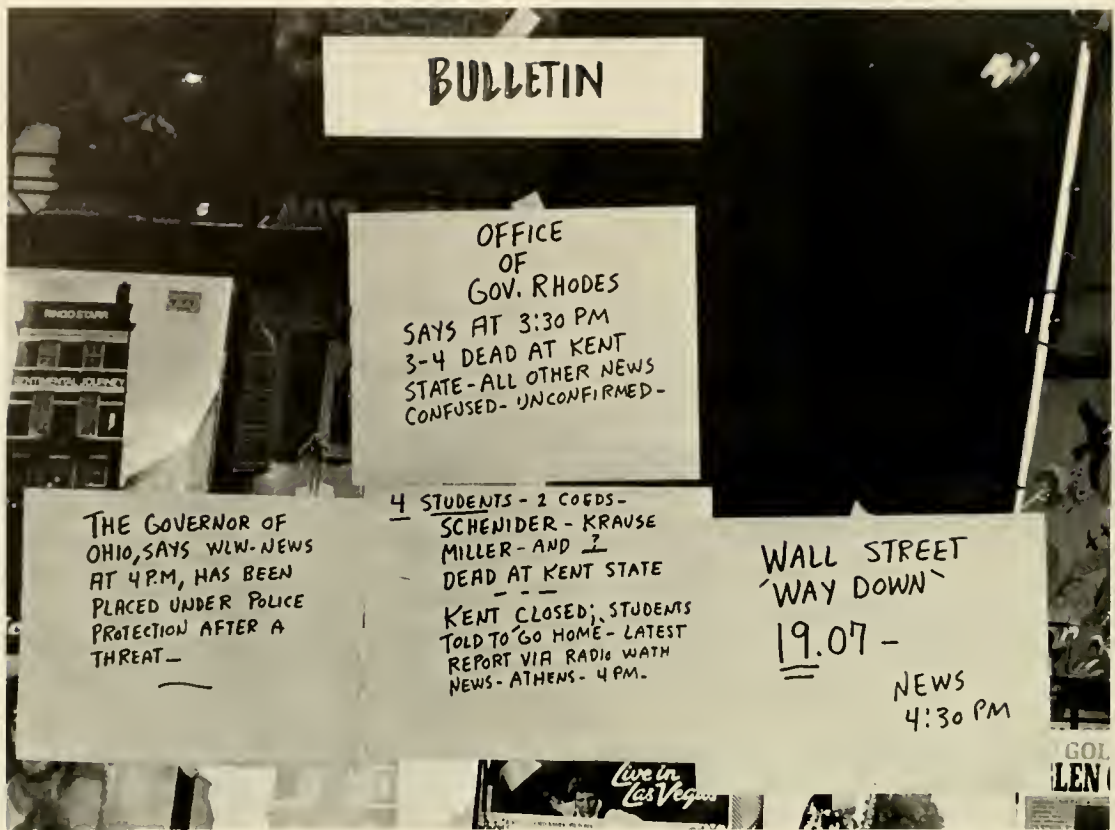
DIONNEWARWICK + JOHNHARTFORD + THEWHO + PACIFICGASANDELECTRIC +  
MCKENDRIESPRING + BYRONPOPEENSEMBLE + APPALOOSA + JAIMEBROCKETT +  
RAUNMACKINNON + JOHNBASSETTE + STEVEGILLETTE + THE CAVERNREGULARS +  
THEFIFTHDIMENSION - THEBYRDS - THEROLLINGSTONES = CAMPUSCONCERTS











## Reaction







# All We Are Saying Is —

**All men are brothers  
Celebrate life  
Love is our hope  
Peace on earth**



copy by **REV. TOM JACKSON**  
photos by **CHUCK SCOTT**  
and  
**PATRICK McCABE**

The Rev. Tom Jackson is a pastor at the United Campus Ministry. These are his thoughts during a three-day fast.

Cambodia, Vietnam, Southeast Asia—those were the nightmare words until a few minutes ago; the despair, the frustration, the guilt were all there since Thursday when the Cambodian offensive was announced. But now we've gone beyond that—now we have at least four students dead at Kent State, and the tired slogan of "Bring the War Home" has taken on a sickening aspect . . . How do we respond now to all of this . . . what sort of "religious" or "Christian" or "Jewish" response does one make at this point . . . Here we are, sitting in the office, with about forty years combined experience in the ministry, with backgrounds in campus work, inner city work, suburban parishes, and administration, and the same question keeps repeating itself: WHAT NOW?

The mood on campus is utter confusion . . . can students really be shot to death in a protest . . . what are the "radicals" going to do . . . will the place remain open . . . does anyone have any suggestions about **anything**? It seems to us now that we have to do something that is both positive in action and symbolic in expression: we have decided to announce a three-day fast, to be held on the College Green . . . I wonder if people will just laugh at us?





"Happy are those who hunger and thirst for justice, for they will be satisfied." So says our sign on the tree near our "fast site" on the Green. I hope so. The Kent State deaths are starting to sink into peoples' brains, and there is a lot of fear and depression. The rally tonight is obviously going to be tense; the mood of the campus is up for grabs . . . My God, I'm only five hours into the fast, and I'm already hungry . . . am I really that weak?

We celebrated our first communion there on the Green, and a couple hundred people showed up . . . it felt good . . . informal, quite relaxed, no hassle over "doctrine" in this one . . . Rabbi Joe Polak is with us often, and there is no reason to separate Jew from Christian; I simply want to be with **people** tonight. The feeling so far is positive, but I keep thinking of Jack Newfield's words at the end of his book on Robert Kennedy: maybe we have so completely alienated one another that we will **not** overcome . . . But

in the darkness here tonight, in the silence and songs I hear, maybe there is some hope.

The day today has been filled with more planning . . . A crazy thing is happening: people are actually talking with each other! The action is mainly with the students, although several faculty are starting to show up for discussions. The fast is not causing a lot of hunger in me, but I'm starting to feel weak . . .

I read a line out of Camus tonight: one cannot manipulate his religion to fit the specific priorities of his nation. That's true—and I hope that we can understand it! It seems that every interest group in the world is on the Green; politics, ecology, women's liberation, Buddhist chanters, Jewish Peace Fellowship, and every other angle. Some good discussions. There is a constant discussion of "violence versus non-violence" in all of these groups, and it's obvious that this is the underlying fear and/or hope of nearly everyone . . .







Started to get signatures today on a telegram to Nixon, asking him to listen to what is going on in this country. Most people seem to think that he would not even receive a telegram; are we really **that** cut off? I'm feeling a sudden boost in energy—maybe it's from the feelings around here, the knowledge that I am not alone, that there are hundreds who care . . . We must care.

The rallies and discussions are drawing literally thousands of people, hundreds I have never seen before, and I'm sure they haven't seen me! Most of them seem to be from the dorms, and many say that they have never been "active" before . . . so many of their questions are deeply searching, and they all seem to end with the question: "Can we keep this non-violent?" They're scared. So am I. Let's not fool ourselves, for there are many who want to close the University, especially since the Strike was not completely effective. There's a lot of the normal rhetoric going down, and it seems so tiresome at this point. We got over three thousand names for the telegram—God, I hope he reads it!







I'm getting extremely weak from the fasting, but no real problem. I've discovered some things about my world during this. Like the fact that I'm totally surrounded by food, but none to eat. It must be absolute hell for hungry people in this country to watch television, to feel their stomachs contract, to see the advertising beckon them to nothing, to know that family pets eat better than they do. Millions of people are feeling like I am right now—but I can get out of it anytime I want. How can I be so blind and deaf...?

The mood is definitely changing. It seems that violence and non-violence have been discussed almost too much. President Sowle has talked to large groups on several occasions, but there is a new stirring. I think that we are failing to come up with enough viable alternatives for people—they don't know what to do, and the call for a "shut down" increases. People are still saying no to violence, but small incidents are increasing. Many students keep asking me to keep the campus peaceful—don't they realize that I cannot do magic? I can only talk, and they must talk, too. I'm not a magician . . .

We have ended the fast with a community meal of soup and bread. Nothing has ever tasted that good before! I've talked with at least a thousand people, and it's been good. Can we keep it alive? More faculty are coming out, and they're really trying. But what next? In a way, I feel as though we are losing hold of organization and appropriate action, and the weight is turning much more towards the effect of Nixon's news conference. What if he blows it? We've got to think of some more alternatives for people . . .

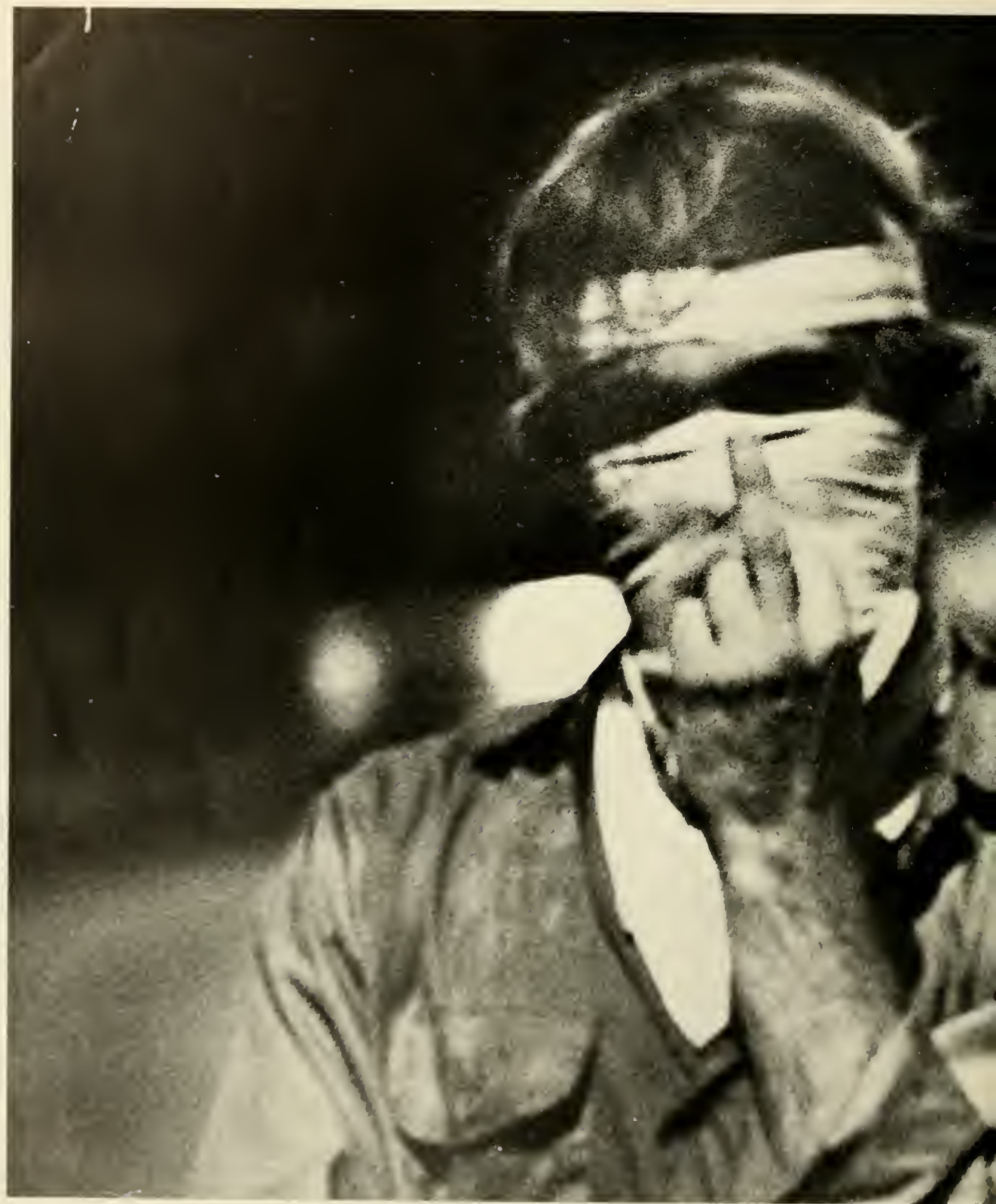
It is now a week later. The University closed today. There is too much in the past week to discuss. Too many mistakes, not enough reasonable answers to difficult questions. But everyone lost today. The rocks and the tear gas added up to a circus of loss, and no one wins. Everyone is tired, and going home. It's hard to say goodbye to people after we just started to say hello last week.













## A Radical's Justification

# Why We Had To Close

Anonymous

"Ohio University had to close. And unless certain University policies are changed by the time it reopens in the fall, it should remain closed.

"It was necessary, almost inevitable, that the University close for the simple reason that for the last ten years students and others have been peacefully protesting the war in Vietnam and where has it got them—into Cambodia.

"Some argue that it is foolish to fight violence by using violent methods. I say, when one is forced into a corner and is frustrated at every turn, he uses any weapon available to him, whether it be a speech on the green or a brick in the street. When the former fails, the latter becomes a necessity.

"Most 'revolutionaries' on campus did not want to see Ohio University close. This is evidenced by the two weeks of peaceful demonstrations which took place with only a few minor disturbances. But it must be remembered that 4000 people, a record for the University, turned out on the first day only as a result of violence—the deaths of four Kent State students.

"Before, the majority of these students had been pacifists but part of the 'silent majority' of pacifists. Now they were forced to realize that police power can be brutal and can strike even in the isolated atmosphere of a college. Four students were killed at Kent by ill-trained National Guardsmen; innumerable students were gassed and struck both at Kent and Ohio State when they tried to protest for peace. Both universities were later closed and the nation suddenly became aware of them.









"We wanted the University open to provide a forum for discussions on Vietnam, Cambodia and American imperialism throughout the world. But how can such a forum take place or even the University function as normal when President Richard Nixon says first that the war in Vietnam is 'unfortunate' and then turns around and sends troops into Cambodia; when Vice-President Spiro Agnew calls student demonstrators 'effete snobs' and 'bums' and when our own governor terms the Kent killings as being 'the saddest day of my life' and yet refuses to assist any university with National Guard troops until that institution is closed?

"College is a means for an education but there is a question of what kind of an education. What good will facts and figures be when we are all annihilated by World War III, for this is where the Vietnam 'incident' is leading us. We must do

something NOW or we won't have to worry about closing universities, there won't be universities or even towns to close.

"When the University justifies ROTC under the pretense that 'students should have the opportunity to take those courses they desire' and yet at the same time refuses to support a free university offering courses other individuals may desire to take, that university is not fulfilling its role as a university and therefore should not be allowed to function as such.

"When President Claude R. Sowle refused to answer the seven demands presented to him on Tuesday, saying he had not had the time to consider them, it was the last straw in a series of events that produced an atmosphere of confusion and frustration. When protesters who had been given permission to sit in on a ROTC class were later arrested as





'trespassers;' when Nixon announced his Cambodian actions; when four students were killed in Kent; when the demands went unanswered and when seven student were arbitrarily suspended for being a 'threat' to the community, all hell broke loose.

"Frustration over-shadowed fear of reprisal or of the University closing. Students threw bricks where once they had thrown words. The police responded immediately by hurtling quantities of pepper gas at everything that moved. Students scattered in confused groups, questioning if the action taken had warranted the reprisal.

"The next night was a repeat performance, but this time with a dangerous seriousness of purpose on both sides and with the result that the University was closed, the National Guard called in.

"Now that the University is closed, one wonders—what comes next? If Sowle goes through with his plans for keeping the University 'safe' will there be a wave of repression aimed at keeping potential revolutionaries out of college? If this is so, where will these people take their next action—the answer, to the streets. If this group of ex-students organizes itself nationally, it could become the basis of a new revolutionary army. The townie vigilantes are getting together, the blacks have been together for some time and now students are entering the picture.

"At the last S.D.S. meeting in Flint, Mich., Mark Rudd, one of the leaders, was quoted by reporters as saying "... and if you think the violence of the 60's was something, it's a Sunday School picnic compared to the violence that will take place in the 70's." If the frustration and failure of peaceful demonstrations continues, Rudd's prophecy will be fulfilled."







ATHENA SEVENTY is a book about people.

People as individuals.

We would have liked this to have been a book about people capable of peacefully living together. It is not. We doubt if this could be possible in our present system . . . a system that believes in its standard of living. A standard that is killing us. The gross national product rises as our standard of living TOGETHER falls. We gain respect for the dollar and lose respect for our neighbors. Agricultural production rises but we lose our relation with nature. We increase our ability to read and write but often lose the deeper literacy to understand.

Different economic or governmental systems per se will not help matters. We are kidding ourselves if we believe a revolution will solve the problems. Mutual respect and understanding will increase only to the degree we let them. They cannot be forced on us from the right or the left.

Vietnam and the Kent State shootings have demanded a re-evaluation of our values and priorities. Now that we have seen the system's obvious shortcomings, we might be more attuned to its many more subtle inequalities.

We would like to think ATHENA SEVENTY reflects the attitudes of a society willing to change, willing to give a damn. Give a damn about the problems of others.













